PSYCHOLOGICAL ABSTRACTS

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GENERAL

(incl. Statistics)

2936. **Aldrich, E. P. [Ed.] As William James said: extracts from the published writings of William James.** New York: Vanguard Press, 1942. Pp. ix + 242. $2.75.—A short biographical sketch of James precedes the extracts. These are selected from among the more pithy and colorful passages in his writings and run in length from one or two lines to nearly a page. They are grouped under 23 headings as follows: the individual, the inwardness of life, heroism and the gospel of action, the moral life, good and evil, education and practical wisdom, friends and friendship, appraisals of personality, art and literature, nature, travel notes, national traits, history and politics, war and peace human nature, faith, religion, death and immortality, God, the philosopher, knowledge and truth, freedom, reality. The source and date of each extract are furnished in an index of excerpts at the end. The high quality of the drawings reproduced testifies to the many-sidedness of James' ability.—*C. J. Ducasse* (Brown).

2937. **[Anon.] Clark L. Hull.** *J. consult. Psychol.*, 1942, **6**, 117.—Portrait.

2938. **Covner, B. J. Studies in phonographic recordings of verbal material: II. A device for transcribing phonographic recordings of verbal material.** *J. consult. Psychol.*, 1942, **6**, 149–153.—This article describes in detail the construction and operation of a device that transcribes phonographic recordings of interview material. The device can be used also for transcribing conferences, speeches, class-room activities, and any other material of a verbal nature which has been phonographically recorded, but for which no manuscript is available.—*S. G. Dulsky* (Rochester Guidance Center).

2939. **Duval, P. Pierre Marie.** *Bull. Acad. Méd., Paris*, 1940, **123**, 329–330.—Obituary.—*M. E. Morse* (Baltimore, Md.).

2940. **Fanelli, M. Apparecchio registratore e misuratore di tempi per il laboratorio di psicotecnica della Ferrovie Italiane dello Stato.** (An apparatus for the registering and measuring of time for the psychotechnical laboratory of the Italian railroads.) *Riv. Ferrov. ital.*, 1939, **55**.—[Abstracted review; original not seen.] This simple and choice reaction time apparatus can be used for the study of strength of hands, speed of successive movements, precision of fast movements, sensorimotor coordination, independence of movements of the two hands, distributive attention, concentration of attention during manual reaction, learning, circulatory and respiratory rhythm.—*S. M. Strong* (Minnesota).

2941. **Gengerelli, J. A. Facts and philosophers.** *Sci. Mon., N. Y.*, 1942, **54**, 431–440.—The belief that science has to do with the tangible and concrete whereas philosophy is concerned with the intangible and abstract presents itself as an obstacle to the realization of concrete and useful results in science itself. There are too many psychologists who seem to think we must collect all the "facts" about human nature, and we have amassed a staggering quantity of data which is piling up at an ever increasing rate. But the facts have little intrinsic relation to one another, for there is no conceptual backbone from which the data may be suspended. In psychology there is a pressing need for philosophizing of the rigorous sort, for the posing of general questions (hypotheses) which are the essence of scientific method, in order to reconcile the contradictions and ambiguities.—*E. Girden* (Brooklyn).

2942. **Giardini, G. I. Report of the Committee on Psychological Work in Institutions for Delinquent Boys and Girls.** *J. consult. Psychol.*, 1942, **6**, 157–162.—On the basis of a questionnaire study (returns from 84 superintendents and 43 psychologists) the following facts are revealed: In 90% of the institutions psychological examinations were given or have been given; "superintendents as a group expect from the psychologist something more than mental testing;" "in only 5 institutions out of 43 was the psychologist restricted, by choice or otherwise, to mere routine testing of intelligence and making recommendations on the basis of the tests alone." Data are presented concerning education and salary of the psychologists, purposes of their interviews, courses believed most helpful, and courses recommended for future training. The need for a psychological intership is frequently expressed.—*S. G. Dulsky* (Rochester Guidance Center).

2943. **Givler, R. C. A simple cutter of cardboard discs with or without center holes.** *J. exp. Psychol.*, 1942, **30**, 432–433.—This cutter provides for cutting discs in different sizes from materials of different thicknesses.—*M. J. Zigler* (Wellesley).

2944. **Griffith, J. Q., Jr., & Farris, E. J. [Eds.] The rat in laboratory investigation.** Philadelphia: Lippincott, 1942. Pp. xiv + 488. $7.50.—The present volume, to which 30 individuals have contributed, covers a wide range of biological topics with particular emphasis upon technics and procedures. There is a chapter on breeding by E. J. Farris, on diet by R. H. McCoy, on the central nervous system by W. A. Jeffers and J. Q. Griffith, Jr., on drug dosage by H. G. O. Holck, on the eye by W. E. Fry, and on the technics for the investigation of psychological phenomena by G. L. Kreezer. This last mentioned chapter is based on 678 refer-

ences chiefly published from 1932–1939. The topics covered are: activity, discrimination, emotion, learning, motivation, motor phenomena, problem solving, psychopathic behavior, social behavior, tropisms, and general technics.—*W. S. Hunter* (Brown).

2945. **Grinker, R. R. Cisterna magna lead for electroencephalography.** *Confin. neurol.*, 1941, **3**, 257 ff.

2946. **Guillain, G. Pierre Marie (1853–1940).** *Bull. Acad. Méd., Paris*, 1940, **123**, 524–535.—This is a biographical sketch of Pierre Marie, a record of his scientific work, and a tribute to him as a teacher and a man.—*M. E. Morse* (Baltimore, Md.).

2947. **Hearnshaw, L. S. A reply to Professor Collingwood's attack on psychology.** *Mind*, 1942, **51**, 160–169.—"Psychology at the present day is a vast, complex, and technical science. It is not a subject that can be understood by the amateur who occasionally reads a text-book on the subject or glances at its more startling pamphlets. The only remedy for the ignorance and the misconceptions to be found in Prof. Collingwood's *Essay* is for philosophers to be able to come into contact with vigorous schools of psychology. And this they will only be able to do when English universities have given to psychology that place in their curricula which its importance deserves."—*H. Helson* (Bryn Mawr).

2948. **Koenker, R. H., & Hansen, C. W. Steps for the application of the Johnson-Neyman technique—a sample analysis.** *J. exp. Educ.*, 1942, **10**, 164–173.—The technique described consists essentially in testing the statistical significance of the best estimate of the difference in achievement between two groups when the two groups are matched statistically on two basic characters. The technique eliminates the need for an individual-for-individual matching technique, and also makes it possible to determine at what level of significance the two groups differ, as well as to determine the limits of the regions wherein the differences between the two groups are significant. A sample analysis of the steps involved in the technique is included in the report. The basis of the analysis is an explanation of the technique as used in comparing 90 excellent and 90 poor achievers in division on ability in subtraction, when the effects of mental age and chronological age have been statistically controlled.—*H. W. Karn* (Pittsburgh).

2949. **Laignel-Lavastine, M. Centenaire de la mort d'Esquirol.** (Centenary of Esquirol's death.) *Bull. Acad. Méd., Paris*, 1940 **123**, 928–930.—This is a sketch of the work and personality of the founder of clinical psychiatry. He made the Salpêtrière a teaching center. His understanding of mental patients derived from a deep respect and affection for them.—*M. E. Morse* (Baltimore, Md.).

2950. **Mouchet, E. Percepción, instinto y razón.** (Perception, instinct, and reason.) Buenos Aires: Joaquín Gil, 1941. Pp. 240.—[Abstracted review; original not seen.] A new discipline of vital psychology is announced. This is an introspective biology, a psychobiological approach that admits subjective observation. The phenomena of coenesthesia furnish a considerable portion of its material. —*H. D. Spoerl* (American International College).

2951. **Rehman, I., & Noback, G. J. A means of increasing the illusion of depth in photographs.** *Science*, 1942, **95**, 463–464.—"Translite" films have emulsions on both sides, so that when they are exposed, a double picture is obtained, separated by the thickness of the film. As the emulsions are of different speeds, pictures of different densities result. When viewed from a distance of 2–3 feet, an illusion of tri-dimensionality is obtained. Directions are given for a method of mounting the translites in frames attached in front of windows for viewing and display.—*F. A. Mote, Jr.* (Connecticut).

2952. **Rogers, C. R., Symonds, P. M., & Shakow, D. Comments on the report of the Committee on Psychological Work in Institutions for Delinquent Boys and Girls.** *J. consult. Psychol.*, 1942, **6**, 163–164.—The study (see XVI: 2942) indicates that superintendents want a broad type of service from the psychologist. To provide adequately trained persons the AAAP should "set up standards of accomplishment, standards of training, both academic and internship (the lack of the latter seems especially obvious to the present group), and standards for professional recognition" of psychologists. —*S. G. Dulsky* (Rochester Guidance Center).

2953. **Rogosin, H. Scientific method in current psychology.** *Phil. Sci.*, 1942, **9**, 183–188.—Among the theses of this paper are the following: Psychology should become a social rather than a biological science. Each branch of science develops its own methodology. Belief in innate racial differences in mentality is unscientific. Labels are dangerous, since they often divert attention from the merits of the issue involved. The history of psychology, in spite of some relapses, has shown a gradual decline in the acceptance of ideas based upon faith or intuition or authoritarian thinking, and in the influence of philosophical idealism. The mathematical work of Thurstone and others suggests a recrudescence of the belief in facultative treatment of mental functions. Interest in the mind-body problem is declining. Psychology finds its justification, not in performing a ritual of method, but in contributing to the achievement of ends beneficial to mankind.—*R. H. Dotterer* (Pennsylvania State College).

2954. **Salmon, E. Philosophy and order in psychology.** *Proc. Amer. Cathol. phil. Ass.*, 1941, **17**, 18–32.—Experimental psychology is justified as a complement to the poverty of philosophical insight. The philosophical psychologist should constantly evaluate and re-read the findings of experimental psychology. The experimental psychologist has an even greater obligation to understand something of philosophical psychology in order to possess principles that indicate the limits and place of his science. Both must recognize metaphysics.—*G. S. Speer* (Central YMCA College).

2955. **Seashore, C. E. Origin of the term "euthenics."** *Science*, 1942, **95**, 455–456.—The word "euthenics" appears to have first been used by a Mrs. E. H. Richards as the title of a small book published in 1910.—*F. A. Mote, Jr.* (Connecticut).

2956. **Seashore, C. E. Raymond Dodge.** *Science*, 1942, **95**, 472–473.—Obituary.—*F. A. Mote, Jr.* (Connecticut).

2957. **Seashore, R. H. [Ed.] Fields of psychology; an experimental approach.** New York: Henry Holt, 1942. Pp. viii + 643. $3.25.—11 special fields of psychology are represented by fairly detailed descriptions of selected examples of current research including "all gradations of methods from the classical single variable type of problem to the latest multiple variable types such as are used in factorial analyses." The samples from each field are selected and rewritten for the beginning student by a specialist in the field. The fields and the respective contributors are: general experimental psychology, C. E. Buxton; physiological psychology, D. B. Lindsley; comparative psychology, H. F. Harlow; human development, B. L. Wellman; educational psychology, D. L. Wolfle; vocational guidance, E. G. Williamson; industrial psychology, H. Musgrave; avocational psychology, H. G. Seashore; social psychology, P. R. Farnsworth; abnormal and clinical psychology, E. S. Conklin; and systematic psychology, R. H. Seashore.—*E. J. Gibson* (Smith).

2958. **Silveira Rudolfer, N. da. O presente estado da ciência psicológica.** (The present status of psychological science.) *Rev. Neurol. Psiquiat. S. Paulo*, 1942, **8**, 27.—Abstract.

2959. **Thornton, G. R., & Thornton, J. S. Terms that are considered important for beginning students of psychology.** *J. educ. Psychol.*, 1942, **33**, 39–49.—"A check list of three hundred sixty terms found to appear in at least three of eight elementary textbooks in general psychology was sent to one representative psychologist in each of seventy-one universities and colleges in the United States. Each psychologist was asked to check approximately one hundred terms which in his opinion should be given emphasis in the elementary course. Results obtained from thirty-nine respondents are tabulated in an alphabetized list of the terms. For each term are reported the number of checks, and the number of books of the eight books examined in which the term is listed in the index. The desirability of a 'normative dictionary' of terms important for general psychology is suggested."—*J. W. Macmillan* (Maryland).

2960. **Touroff, N. Hapsichologiyah beyamenu.** (Present-day psychology.) Tel Aviv: Dvir Publishing Company, 1940. Pp. 299.—This is an introduction to contemporary psychology by a former professor of psychology at the Hebrew University in Palestine, with especial emphasis on individual psychology and the psychology of personality. Touroff presents 5 main schools of contemporary psychology: depth psychology, behaviorism, and the structural, purposive, and personalistic psychologies, the first receiving rather fuller treatment because of the diversity of its doctrines. In his objective criticism of these currents, Touroff rejects behaviorism as mechanical though he admits its heuristic value, and while admitting that the other 3 schools have merits of their own, he inclines most toward the personalistic school of Stern. Among the other subjects considered are the newer theories of endocrinology, mental measurement, the analysis of personality, and the determination of normalcy.—*E. Fischoff* (Hunter).

2961. **Van der Veldt, F. J. Psychology and order in action.** *Proc. Amer. Cathol. phil. Ass.*, 1941, **17**, 102–113.—The author describes the levels of man's behavior (reflex, impulsive, and will) which are essentially different, and discusses the nature of their interaction and interrelations.—*G. S. Speer* (Central YMCA College).

2962. **Wagner, C. C., Johnson, E., Jr., Hagen, B. L., & Graves, C. H. Introduction to statistics.** State College, Pa.: Pennsylvania State College, 1941. Pp. 123. $1.75.—This workbook is designed for the beginning student. Areas covered are frequency distributions and graphical representation, central tendencies, probability, normal curve, theory of sampling, skewness and kurtosis, line of best fit, and correlation. Presentation of material is from the mathematical standpoint; psychological applications are not directly treated. Topics not usually taken up in psychological workbooks of statistics are permutations and combinations, binomial formula, moments of a distribution, time series, and maxima and minima of quadratic functions. A table of areas and ordinates of the normal curve is appended.—*L. S. Kogan* (Rochester).

[See also abstracts 2986, 2995, 3076, 3199, 3273.]

NERVOUS SYSTEM

2963. **Akelaitis, A. J. E. Studies of the corpus callosum. VIII. The effect of partial and complete section of the corpus callosum on psychopathic epileptics.** *Amer. J. Psychiat.*, 1941, **98**, 409–414.—Two epileptic patients with "psychic" equivalents and two epileptics with psychoneurotic symptomatology were studied. No obvious change in the various manifestations of personality under the changing conditions found in epilepsy could be discerned following partial or complete section of the corpus callosum.—*R. Goldman* (Boston Psychopathic Hospital).

2964. **Bodian, D. Cytological aspects of synaptic functions.** *Physiol. Rev.*, 1942, **22**, 146–169.—Bodian reviews the literature on the anatomy of nerve endings in relation to synaptic function. The significance of the large numbers of endings on most nerve cells appears to be the maintenance of a subliminal state of excitability, which may or may not reach the level of somatic potential. This functional anatomical concept and that of self-re-exciting chains of neurons and collaterals are corre-

laries of the general concept of functional cell-chain systems and fit in with the morphological heterogeneity and overlapping of endings. How the functioning of such systems is influenced by diffusely acting forces, e.g. chemical substances or potential fields, and the meaning of the great anatomical variability of particular synaptic systems remain unknown. Bibliography includes 1941 references. —*M. E. Morse* (Baltimore, Md.).

2965. **Börnstein, W. A. Cortical localization of taste in man and monkey.** *Arch. Neurol. Psychiat., Chicago*, 1941, **46**, 940–942.—Abstract.

2966. **Brill, N. Q., & Seidemann, H. The electroencephalogram of normal children: effect of hyperventilation.** *Arch. Neurol. Psychiat., Chicago*, 1941, **46**, 374–375.—Abstract.

2967. **Cohn, R., & Katzenelbogen, S. Electroencephalographic changes induced by intravenous sodium amytal.** *Proc. soc. exp. Biol., N. Y.*, 1942, **49**, 560–563.—36 electroencephalograms were made on 25 young dementia praecox patients before and after injection of an average dose of 0.3 g. of sodium amytal. "There is a definite and characteristic change in the human electroencephalogram following the slow intravenous administration of sodium amytal. The change is marked by the early appearance of a rhythmic oscillation, with a frequency of approximately 20 waves per second, in place of the individual's 'spontaneous,' or control pattern. This action is not specific for the barbiturate derivatives. It is a general concomitant of early 'depressed' cortical activity."—*H. Peak* (Randolph-Macon).

2968. **Davis, P. A. Electroencephalograms of manic-depressive patients.** *Amer. J. Psychiat.*, 1941, **98**, 430–433.—There is little change in the EEG's of these patients when they shift from the manic to the depressed or to what may be regarded as a normal condition. The only significant change seen in the EEG occurs when the state of consciousness is altered. Erratic slow wave disturbances are seen in those patients whose behavior is unpredictable, regardless of diagnosis.—*R. Goldman* (Boston Psychopathic Hospital).

2969. **Elze, C. Über das Nervensystem eines menschlichen Embryo von etwa 10 mm. Länge.** (The nervous system of a human embryo about 10 mm. long.) *Wien. klin. Wschr.*, 1941, **54**, No. 6.—[Abstracted review; original not seen.] This is a descriptive account of the extent of nervous system development, in a preparation fixed with formalin and treated with silver. The central trunks are discernible, as are pre-ganglionic sympathetic processes. Supply to labyrinth and tongue is elaborated to a considerable degree.—*H. D. Spoerl* (American International College).

2970. **Finley, K. H., & Campbell, C. M. Electroencephalography in schizophrenia.** *Amer. J. Psychiat.*, 1941, **98**, 374–381.—A significantly greater percentage of borderline and abnormal records was found in the records of 500 schizophrenic patients than in the records of the 215 normal controls. The catatonic-hebephrenic group of patients had a greater percentage of the abnormal records. "There is nothing consistent or diagnostic in the character of the EEG tracings of schizophrenic patients, a great variety of records being obtained."—*R. Goldman* (Boston Psychopathic Hospital).

2971. **Grinker, R. R., & Serota, H. M. Electroencephalographic studies of corticohypothalamic relations in schizophrenia.** *Amer. J. Psychiat.*, 1941, **98**, 385–392.—"In a group of various types of psychoses, mostly schizophrenics, three types of stimuli were applied. These consisted in external thermal change (cold), internal chemical change (adrenalin), direct stimulation of the central autonomic nuclei (electrical) and in some cases ideational stimuli of emotional significance (verbal). The responses were uniformly negative or negligible in the schizophrenics." Reactions to these stimuli were also recorded for normal and neurotic subjects.—*R. Goldman* (Boston Psychopathic Hospital).

2972. **Hare, K., & Hinsey, J. C. The autonomic nervous system.** *Annu. Rev. Physiol.*, 1942, **4**, 407–444.—This is a review of recent literature.—*W. S. Hunter* (Brown).

2973. **Hines, M. The central nervous system.** *Annu. Rev. Physiol.*, 1942, **4**, 375–406.—This is a review of recent publications. "Although no new technique was used to investigate the central nervous system during the past year, long held conceptions were disturbed. The area of synaptic surface on the nerve cell has been extended, the status of the typical ventral horn cell as always motor has been challenged. . . . The cochlea was projected upon the cortical mantle. . . ."—*W. S. Hunter* (Brown).

2974. **Hoch, P., & Kubis, J. Electroencephalographic studies in organic psychoses.** *Amer. J. Psychiat.*, 1941, **98**, 404–408.—"Some correlation exists between the EEG findings and the clinical status of the patient in cases of general paresis, senile psychosis, psychosis, Korsakoff type." Some acute and chronic cases who showed psychotic manifestations clinically, had normal EEG records. The EEG had a "distinct diagnostic value in organic psychoses if definite slow waves from one to five per second were present . . ., but if the electroencephalogram was normal this did not exclude the presence of an organic psychosis."—*R. Goldman* (Boston Psychopathic Hospital).

2975. **Obrador Alcalde, S. Sobre la actividad humoral en los centros nerviosis.** (Humoral activity in nerve centers.) *Ciencia, Méx.*, 1941, **2**, 337–344.—This is a review of the theory of the participation of endocrine products in transmissive processes of the central nervous system. Results of intravenous injection of acetylcholine are compared with data obtained from other types of investigation. Bibliography of 56 items.—*H. D. Spoerl* (American International College).

2976. **Ruch, T. C. The spinal cord and reflex action.** *Annu. Rev. Physiol.*, 1942, **4**, 359–374.—This is a review of recent literature. Four of the

topics treated are: morphology of the synapse, internuncial activity, inhibition, and dorsal root discharge.—*W. S. Hunter* (Brown).

2977. **Salvestrini, H., Luco, J. V., & Huidoboro, F. Poder colinesterásico del suero sanguíneo en las etapas de la transmisión neuromuscular.** (Choline esterasic potency of blood serum in the stages of neuromuscular transmission.) *Ciencia, Méx.*, 1941, **2**, 351–352.—The liberation of acetylcholine in blood returning from a working muscle depends upon its normal contraction by neural activity. The experiment with cat preparations measured the relation of increase under direct and indirect stimulation at various frequencies, to muscular tension in the different stages of reaction.—*H. D. Spoerl* (American International College).

2978. **Tucker, B. R. The relation of the hypothalamus to neuropsychiatry.** *Sth. med. J., Bgham*, 1941, **34**, 724–730.—Since hypothalamic lesions were associated with visceral disturbances by Rokitansky in 1842, obesity, sleep disturbances, excitability, and disordered heat regulation and water metabolism have been variously related to them. Through sympathetic connections, hypothalamic disturbances may result in fear states, contamination phobias, or suicidal mania. Certain drugs, electro- or insulin shock, and diversional therapy have been found useful in treatment.—*E. S. Primoff* (U. S. Employment Service).

[See also abstracts 2945, 3012, 3022, 3084, 3162, 3354.]

RECEPTIVE AND PERCEPTUAL PROCESSES

2979. **Austin, A. S. A study of the visual problems of certain fifth grade children.** *Penn. St. Coll. Stud. Educ.*, 1942, No. 24, 5–6.—Abstract.

2980. **Baird, P. C., Lever, W. F., & Spies, T. D. The physiology of the skin.** *Annu. Rev. Physiol.*, 1942, **4**, 171–186.—This is a review of selected references published since 1940. One section is devoted to the perception of pressure, pain, and itching.—*W. S. Hunter* (Brown).

2981. **Bender, I. E., Imus, H. A., Rothney, J. W. M., Kemple, C., & England, M. R. Motivation and visual factors: individual studies of college students.** Hanover, N. H.: Dartmouth College Publications, 1942. Pp. 369 + xix. $4.00.—The vision and motivation of 124 college students selected on the basis of visual and scholastic status were studied over a 5-year period. Extensive motivational data were derived from (1) interviews, (2) projective techniques, (3) personality questionnaires, (4) behavior descriptions by teachers, (5) a personality rating scale, and (6) supplementary evidence of literary themes, autobiographies, etc. Visual data included accurate records of 12 different aspects of vision. 20 individuals were studied intensively. Correlations between visual efficiency and motivational findings were insignificant. In contrast to these "piecemeal studies of unit characteristics of groups," an interpretation of the whole individual as deriving unique and dynamic values *sui generis* is given in the form of "psychoportraits" based on an integrating concept of value energy. The individual's adjustment to mild visual defects is in every case so deeply embedded within the total motivational structure of the personality that its psychological significance is not clear.—*J. L. Finan* (National Institute of Health).

2982. **Bray, C. W., & Thurlow, W. R. Interference and distortion in the cochlear responses of the pigeon.** *J. comp. Psychol.*, 1942, **33**, 279–289.—Studies were made on 14 ears of 11 pigeons. The electrical activity resulting from stimulation was observed by means of a circuit consisting of an active electrode placed on the oval window, an amplifier, a wave analyzer, and an inactive electrode. The results showed that "in every relation studied the processes of interference and distortion as they appear in the pigeon are strikingly similar to these processes as observed in the mammals. . . . The results furnish further support for our previous conclusion that interference and distortion are relatively independent of the middle ear and the conductive structures of the inner ear, and that these processes probably arise in the hair cells of the organ of Corti."—*K. F. Muenzinger* (Colorado).

2983. **Brindel, C. F. Convergence, fusion, and stereopsis.** *Optom. Wkly*, 1942, **33**, 285–289.—Testing stereopsis at distance by means of prisms inducing fusion of two pictures placed side by side is recommended for routine eye examinations.—*D. J. Shaad* (Lawrence, Kansas).

2984. **Brown, M., & Yacorzynski, G. Vibration sensibility in the face following retrogasserian neurectomy.** *Arch. Neurol. Psychiat., Chicago*, 1941, **46**, 190–191.—Abstract.

2985. **Collins, M. Tests in common use for the diagnosis of colour defect.** *Opt. Develpms*, 1942, **12**, No. 4, 2–4.—*G. S. Speer* (Central YMCA College).

2986. **Culbertson, J. T. A physical theory of sensation.** *Phil. Sci.*, 1942, **9**, 197–226.—The author's purpose is to show how from entities not assumed by physics to differ qualitatively, different qualities and intensities of sensation can be derived. He takes causal transmissions as his physical units. These occupy certain indefinitely extended lines in the four-dimensional space-time continuum. A part of a causal transmission which is at only one point-event is called a relatum. Systems of relata are psychologically important if some of the relata contained in them are included in a nervous system. Such systems, however, do not differ in principle from those which are psychologically unimportant, but only in the complexity of their actual classes and in the relations they have to other systems. The intensities of experienced qualities depend on the cardinal number of the relata within the system in question. The qualities themselves are correlated with the structural numbers (or Euler diagrams) of these systems. Intermodality gaps are due to the

inability of the nervous systems to mediate sets of relata whose structural numbers fall within certain intervals.—*R. H. Dotterer* (Pennsylvania State College).

2987. **Galambos, R., & Griffin, D. R. Obstacle avoidance by flying bats: the cries of bats.** *J. exp. Zool.*, 1942, **89**, 475–490.—Supersonic cries are emitted by 4 species of bats while in flight. The supersonic sound frequencies range between 30 and 70 kc. with an intensity maximum around 50 kc. The duration of the supersonic burst is .02 seconds or less. Resting bats preparing to fly emit less than 10 supersonic cries per second. In flight through unobstructed space, the rate rises to 30 per second, and, when approaching an obstacle, 50 supersonic cries per second are emitted. The rate of emission abruptly dropped to about 30 per second just before the successful avoidance of an obstacle in 87% of the cases. This change in rate was not observed in the case of deafened bats. "These facts strongly indicate that the supersonic cry plays an important role in normal obstacle avoidance."—*J. L. Kennedy* (Tufts).

2988. **Grant, V. W. Elements of "Gestalt" optics.** *Optom. Wkly*, 1942, **33**, 5–6; 34–35; 202–203.—The Phi phenomenon, brightness constancy, responses to total field effects, etc. are presented with reference to Gestalt optics in a series of brief historical summaries of the development of the Gestalt concept.—*D. J. Shaad* (Lawrence, Kansas).

2989. **Hartline, H. K. Sense organs.** *Annu. Rev. Physiol.*, 1942, **4**, 445–464.—This is a review of 85 recent publications.—*W. S. Hunter* (Brown).

2990. **Heinsius, E. [Examination of visual acuity in dim light.]** *Klin. Mbl. Augenheilk.*, 1941, **106**, 441–452.—[Abstracted review; original not seen.] Vitamin A increases dark adaptation in subnormal cases but has no influence on the normal eye.—*D. J. Shaad* (Lawrence, Kansas).

2991. **Johnson, M. L., & Detwiler, S. R. On the relation of certain droplets in the vertebrate retina to the visual cycle.** *J. exp. Zool.*, 1942, **89**, 233–253.—The relation of droplets in the retinae of various vertebrates to the major components of the visual cycle (rhodopsin or visual purple, retinene, and vitamin A) is discussed. Experiments on the frog retina under conditions of light and dark adaptation and at 0° and room temperature, as well as other supporting evidence, suggest that the droplets may be identified with retinene.—*J. L. Kennedy* (Tufts).

2992. **Jones, L. E. Taste and smell.** *Chem. & Industr., Lond.*, 1941, **60**, 248–250.—(*Biol. Abstr.* XVI: 12315).

2993. **Junker, H. [The frequency of heterophoria and its effect on stereopsis.]** *v. Graefes Arch. Ophthal.*, 1940, **142**, 367–368.—[Abstracted review; original not seen.] In a statistical study of 500 soldiers having negligible refractive errors, the author found that heterophoria had no appreciable effect on stereopsis; in a group of 60 subjects, the author reported no correlation between duction power and depth perception.—*D. J. Shaad* (Lawrence, Kansas).

2994. **Knox, G. W. The relation of dynamic factors to flicker and fusion.** *Abstr. doct. Diss. Ohio St. Univ.*, 1941, No. 35, 67–74.—Abstract.

2995. **Ledvina, J. P. A philosophy and psychology of sensation, with special reference to vision, according to the principles of St. Thomas Aquinas.** *Cath. Univ. Amer. phil. Stud.*, 1941, **61.** Pp. xiii + 143.—This is a critical evaluation of various philosophies of sensation in the light of some modern experimental data. The author argues that the Augustinian and Arabian interpretations, both Platonic in tradition, erred in overemphasizing, respectively, the psychical and the physical aspects of the function. St. Thomas adopted the more adequate hylemorphic concept of Aristotle: in his material and spiritual nature, man is a unity. Through a spiritual act the mind immediately cognizes material objective reality. Each sense has its special object, and notwithstanding certain experiences that might seem to argue to the contrary, it cannot err in respect to its proper object. On the other hand, no sense can directly cognize a quality other than its own. These principles bring the Aquinas doctrine into conflict with Hartshorne's theory denying at once the discreteness of sense qualities and their distinctness from affective tone. Sensations and feelings form a continuum, according to Hartshorne, the ambiguity of such words as light, sweet, bitter indicating the possibility of fusion. The author examines the evidence on von Hornbostel's "identical qualities," and other synesthetic phenomena, and concludes that the facts do not support the theory of a monistic continuum.—*M. R. Sheehan* (Hunter).

2996. **Lepper, J. H. Case reports on reconditioning the color blind.** *Optom. Wkly*, 1942, 33, 314–316.—4 case histories of "reconditioning" by practise with colored filters are reported.—*D. J. Shaad* (Lawrence, Kansas).

2997. **Logan, H. L. The anatomy of visual efficiency.** *Illum. Engng, N. Y.*, 1941, **36**, 1057–1108.—A survey is made of the various causes which contribute to ocular discomfort. From the survey the author concludes that many of the factors involved are outside the sphere of engineering treatment, and within the optical and psychological realms. In general, those stimulus conditions which give maximum visibility, also give the minimum of ocular discomfort. It is a falacy to assume that all glare hinders visibility and ocular comfort; the result depends on the observation distance and the figure-ground brightness relationships. Peripheral glare, if less intense than the figure observed, may improve visual functions. In the more purely psychological realm, some individuals are mentally disturbed by sharp brightness contrasts or by certain hue combinations. As both hue and saturation shift with a change in brightness, a certain objective color combination may be pleasing under one intensity of illumination, but annoying to the observer under a different intensity of illumination.—*G. W. Knox* (Chicago).

2998. **Luckiesh, M., & Moss, F. K. Vision and seeing under light from fluorescent lamps.** *Illum. Engng, N. Y.*, 1942, **37,** 81–88.—5 subjects were tested. No significant differences were found: for visual acuity, under daylight vs. green fluorescent light; for blink-rate (indicative of fatigue and eye strain), under Tungsten versus fluorescent daylight; for alternate fixations at 12-second intervals of objects separated by 15° visual angle, under different lights. However, refractive differences were found. The optical image of red fluorescent is .2 diopters posterior to the retina as compared to Tungsten light, and .5 diopters posterior as compared to green fluorescent light. These differences increase as the object fixated is brought closer to the subject.—*G. W. Knox* (Chicago).

2999. **Metelli, F. Ricerche sperimentali sulla percezione del movimento.** (Experimental studies of the perception of movement.) *Riv. Psicol. norm. pat.*, 1940, No. 3–4.—[Abstracted review; original not seen.] A rotating plane was used for measuring the detailed components of the perception of complex figures in movement.—*H. D. Spoerl* (American International College).

3000. **Tinker, M. A. The effect of adaptation upon visual efficiency in illumination studies.** *Amer. J. Optom.*, 1942, **19,** 143–151.—The major change in cone adaptation occurs in the first 3 minutes, but the process continues for some time after that, a fact which studies of optimal illumination have, in general, ignored. Maximal speed of perception in reading is reached at about 10 foot-candles when the observer is adapted to the testing level for only 2 minutes, but when a 15-minute period of adaptation is used, efficiency is no less with only 3.1 foot-candles. The amount of light preferred for comfort and ease in reading likewise depends upon adaptation. For reading, 144 students preferred at one time a light of 8 foot-candles, at another time one of 52 foot-candles depending on whether they had been adapted to the first or the second intensity. (See also XVI: 923.)—*R. M. Stoll* (Lowell, Mass.).

3001. **Walters, A. A genetic study of geometrical-optical illusions.** *Genet. Psychol. Monogr.*, 1942, **25,** 101–155.—"The two objectives of the present research were (a) to determine if susceptibility to certain geometrical-optical illusions varies significantly and predictably with age, and (b) to make an analysis of growth trends in the perception of such illusions. For this purpose quantitative measures of Müller-Lyer and vertical-horizontal illusions were secured for 1,693 subjects, ranging in age from six to 19 years." Of the 31 conclusions enumerated, the following may be mentioned. (4) "Müller-Lyer illusion scores decrease consistently from ages six to 11," after which age they show an irregular trend. (7) "Vertical-horizontal illusion scores decrease consistently from ages six to 17." (25) There is a low positive correlation between the two illusions at all age levels. (28) The results "support the Gestalt explanation of the Müller-Lyer illusion, and lend support to Luria's contention that 'the simple reaction' in young children differs from the reaction of the adult in having another structure." (29) "The inconsistency of the results . . . suggests the need for caution in making longitudinal studies of the growth of certain psychological processes." (31) "A possible relationship between geometrical-optical illusions and such perceptual phenomena as thing constancy and eidetic imagery is discussed." 94 references.—*F. M. Teagarden* (Pittsburgh).

3002. **Webb, H. F. Vision and visual responses.** *Opt. J.*, 1941, **78,** No. 5, 20–23.—Persons having identical subjective lens-test results, both for far and near vision, may not all accept the same prescription for glasses. Control of the eyeball is a learned response, and different kinds of learned responses require different media for efficiency and comfort. Hyperopia exists in the brain-centers, rather than in the eye, permits a delay in the action of the accommodation-mechanism, and may serve a protecting purpose which it may not be wise to eliminate totally.—*E. S. Primoff* (U. S. Employment Service).

3003. **Weitz, J. A further study of the relation between skin temperature and cutaneous sensitivity.** *J. exp. Psychol.*, 1942, **30,** 426–431.—The skin was exposed to the opening of a radiant source, and temperature measurements were made by a thermocouple and G-M Temperature Rise Indicator. Sensitivity to pain occasioned by a single break shock of a Harvard inductorium was measured as a function of degrees (centigrade) above normal. The curves exhibit irregularity, but in general pass through a minimum and then rise again. The results are compared with those previously obtained for vibratory sensitivity, and are interpreted as signifying a chemical mediator in the receptor.—*M. J. Zigler* (Wellesley).

[See also abstracts 2951, 2965, 3061, 3092, 3239, 3245, 3255, 3280, 3300.]

LEARNING, CONDITIONING, INTELLIGENCE

(incl. Attention, Thought)

3004. **Bihler, H. J. Psychology and order in thought.** *Proc. Amer. Cathol. phil. Ass.*, 1941, **17,** 91–101.—Order in thought is "guaranteed psychologically by the function of the task," which with the stimulus word or situation constitutes the anticipatory scheme. The latter controls "the arousal of relevant knowledge or methods of solving the problem." A selective process which scrutinizes and measures for relevancy to the task at hand each element which enters consciousness, is interpreted as a personal control through the grasp of relations. It is the achievement of a person who is in command of his experience, which can be brought to bear on present or future problems by transfer or recall of relevant items.—*G. S. Speer* (Central YMCA College).

3005. **Brown, J. S. The generalization of approach responses as a function of stimulus intensity and strength of motivation.** *J. comp. Psychol.*, 1942, **33,** 209–226.—The generalization of approach responses in rats was studied with the use of stimuli differing in degree of brightness and placed at the end of a short runway. "Three brightnesses of 0.02, 5.0, and 5000 apparent foot-candles were employed. Half the members of a group of 36 rats were trained to approach when the brightness was set at 0.02 and half, when it was set at 5000. When the rats reached an arbitrary performance criterion, they were tested in counterbalanced order on all three stimuli. Two measures were made on each trial: (1) the force with which the rats pulled against a calibrated restraining spring when they were detained for 5 seconds at the midpoint of the runway, and (2) the time taken to run from the start to the center of the runway. Results obtained indicate that, in the absence of differential reinforcement, a high degree of generalization is to be expected for approach responses even when the stimulus changes are large. Evidence is found, however, for a decrease in strength of pull and an increase in starting time with increasing separation of test stimuli from reinforced stimuli. Generalized approach responses appear to extinguish more rapidly with non-reward than do responses to previously reinforced stimuli."—*K. F. Muenzinger* (Colorado).

3006. **Bugelski, B. R. Interference with recall of original responses after learning new responses to old stimuli.** *J. exp. Psychol.*, 1942, **30,** 368–379.—Two experiments are described, the one involving individual, the other group learning of nonsense syllables as presented by the method of paired associates. After initial learning, each of the stimulus-members was associated in learning trials successively with 3 other response-members. The results for the initial series were then compared with a final recall test for the original responses so as to determine the extent of associative interference.—*M. J. Zigler* (Wellesley).

3007. **Flescher, G. L'amnesia retrograda dopo l'elettro-shock; contributo allo studio della patogenesi delle amnesia in genere.** (Retrograde amnesia following electric shock; a contribution to the general problem of amnesia.) *Schweiz. Arch. Neurol. Psychiat.*, 1941, **48,** 1–28.—In 18 early schizophrenics Flescher studied the reproduction of engrams of various memory tests given just before the shock. The amnesia extended from a few minutes previous to the shock to 4–7 hours afterward. What does not appear spontaneously or through association or recognition at the end of this time, is permanently lost. The amnesia consists exclusively in a disturbance of evocation. It is ascribed to a global, organic, reversible perturbation of mnemonic function due to the current but not otherwise definable. Certain psychological mechanisms which depend on the basic principles of memory function are also involved: the pleasure principle; importance (physiological amnesia); and the biodynamic principle (importance for life), which may neutralize the pleasure principle or be manifested negatively as repression.—*M. E. Morse* (Baltimore, Md.).

3008. **Fulton, R. E. Speed and accuracy in learning a ballistic movement.** *Res. Quart. Amer. Ass. Hlth. phys. Educ.*, 1942, **13,** 30–36.—In learning to bat a ball one group was instructed to retard the speed of movement until a high level of accuracy was attained, while the other group was to consider the element of speed an integral part of the movement from the beginning of the training period. The second group developed accuracy to a greater extent and showed a definite gain in momentum in the middle of the stroke.—*N. R. Bartlett* (Brown).

3009. **Heathers, L. B. Factors producing generality in the level of aspiration.** *J. exp. Psychol.*, 1942, **30,** 392–406.—Degree of similarity of level of aspiration in different standard tests for experimental and control groups was compared (1) when an artificial performance score scale was employed, (2) when the shapes of prearranged learning curves were varied, and (3) when motivation was varied from task to task through special instructions. Correlation coefficients, computed by the product-moment procedure, were reliable in general, suggesting "that generality in the level of aspiration is in part a function of objective similarities in the situations within which the aspirations are set."—*M. J. Zigler* (Wellesley).

3010. **Hebb, D. O. The effect of early and late brain injury upon test scores, and the nature of adult intelligence.** *Proc. Amer. phil. Soc.*, 1942, **85,** 275–292.—It is postulated that in any test performance there are two factors involved: (1) the existing intellectual power at the time of the test, and (2) the changes in the perceptual organization of the subject induced by the first factor during mental development. Several deductions from this hypothesis are made, and it is shown that they are substantiated by data on early and late brain injuries. The main problem is that of "distinguishing the direct expression of intellectual power from its effects during growth."—*R. L. Solomon* (Brown).

3011. **Jones, H. E. Seasonal variations in IQ.** *J. exp. Educ.*, 1941, **10,** 91–99.—"If the results of the present study are added to those of Wellman and Lodge, we now have available nineteen comparisons of fall-to-spring vs. spring-to-fall IQ changes in children of preschool age. These comparisons are based on a variety of preschool intelligence tests, and on five different samples in three widely separated localities. Eighteen of the nineteen comparisons show a greater gain over the winter interval than over the summer interval."—*H. W. Karn* (Pittsburgh).

3012. **Knott, J. R., Friedman, H., & Bardsley, R. Some electroencephalographic correlates of intelligence in eight-year- and twelve-year-old children.** *J. exp. Psychol.*, 1942, **30,** 380–391.—For 48 eight-year-olds correlation between occipital alpha frequency and intelligence level (Stanford Revision) was found to be +.50, between alpha index and intelligence level, +.23, only the first being statis-

tically significant. For 42 twelve-year-olds correlation between occipital alpha frequency and intelligence level was +.12, between motor alpha frequency and intelligence level, −.08, neither of these values being statistically significant. Three hypotheses are suggested to account for the conflicting results, but further research is deemed necessary to explore and confirm, or reject, these hypotheses before the relationship between EEG variables and intelligence level is discussed in anything more than a tentative way.—*M. J. Zigler* (Wellesley).

3013. **Kostenetskaya, N. A. [The activity of the cortical alimentary center and the unconditioned alimentary secretory response.]** *Fiziol. Zh. S.S.S.R.*, 1941, **30**, 431–439.—(*Biol. Abstr.* XVI: 12326).

3014. **Lafleur, L. J. Ant behavior in the face of obstacles.** *Sci. Mon., N. Y.*, 1942, **54**, 467–471.—Some 40 examples of ant behavior in overcoming obstacles are presented from the reports of various investigators. Admittedly atypical, they are purported to be illustrative of neither accidental or instinctive behavior, but of that of a high order of intelligence. "There is considerable variation in the intelligence of ants, not merely from species to species but from nest to nest within the same species, and from individual to individual within the same nest."—*E. Girden* (Brooklyn).

3015. **Marcuse, F. L., & Moore, A. U. Conditioned reflexes in the pig.** *Bull. Canad. psychol. Ass.*, 1942, **2**, 13–14.—This report describes some of the problems arising in the conditioning of the salivary response of the pig, and the manner in which the problems have been met. It is noted that excess movements (apart from the response which is specifically conditioned) may serve as a criterion of differentiation. Advantages of using the pig as experimental subject are outlined.—*F. W. Finger* (Virginia).

3016. **Meng, H. Zur Psychologie des Lernens.** (The psychology of learning.) *Schweiz. Erzieh-Rdsch.*, 1941, No. 6.—[Abstracted review; original not seen.] Human learning is differentiated from that of the lower animals by man's ability to think and speak. Learning to use and comprehend the mother tongue is the child's most basic accomplishment. Three factors in the child's development are of major importance (1) the acquisition of bodily and mental rapport with his surroundings, (2) active interest in the environment, and (3) the growth of a feeling of need to project himself into the environment. The superiority of learning by wholes, rather than in terms of unrelated parts, is stressed.—*F. L. Goodenough* (Minnesota).

3017. **Meng, H. Über die psychischen Faktoren des Lernens.** (The psychological factors in learning.) *Z. Kinderpsychiat.*, 1942, **8**, 149–154.—Rote memorization of isolated words and facts should not be required of children. Even comparatively formalized material should be presented in an orderly fashion so that, by the use of mnemonic cues, it can be knit together into a coherent whole. Rest periods should be interpolated at frequent intervals in the course of a period of memorization in order that synthetization may reinforce and fix the new associations within the total mental framework. Lapses of memory often have an emotional basis, a fact that should be taken into account in helping children to prepare for examinations. Overanxiety will do little to help a child overcome his scholastic difficulties, but it may augment them. French summary.—*F. L. Goodenough* (Minnesota).

3018. **Newbury, E. The genetics of intelligence.** *Trans. Ky Acad. Sci.*, 1941, **9**, No. 3, 73–79.—This is a theoretical discussion of the operation of heredity and environment in the development of intelligence, with emphasis upon the intimate interaction of the two. Neither factor sets a definite limit to development, independently of the other factor. Thus conclusions on the limits of change in IQ, as in studies of foster children and twins reared apart, apply only to the particular populations and particular environment in question. In one type of community, for example, the relative contribution of environment might be greater than in another. The question of the nature of intelligence is also raised, in the light of the evidence that test performance is a function of the cultural framework within which a given test is constructed. Finally, the author calls attention to the fact that it is theoretically possible to obtain a normal distribution of intelligence with only 3 or even 2 allelomorphic pairs of genetic factors because of the various environmental influences and unreliabilities of testing which would smooth out the curve.—*A. Anastasi* (Queens).

3019. **Phillips, B. E. The relationship between certain phases of kinaesthesis and performance during the early stages of acquiring two perceptuomotor skills.** *Penn. St. Coll. Stud. Educ.*, 1942, No. 24, 37–38.—Abstract.

3020. **Stroud, J. B., & Freeburne, M. Symbolical practice.** *J. educ. Psychol.*, 1942, **33**, 65–71.—32 college students learned 4 paired lists of adjectives under conditions in which the proportion of presentation trials and recall trials was varied. Reviews were given during the two weeks following learning. "Under the conditions of this experiment no advantage is found in favor of recall trials at any point. The assumption that the comparative effectiveness of recall and presentation trials is a function of the proportion of items that can be recalled—of the degree of mastery attained or of the amount forgotten—is supported in part. Presentation trials are definitely superior to recall trials in the very earliest stages of learning and in review after a lapse of two weeks. Contrary to expectation a preponderance of recall trials did not prove to be superior to a preponderance of presentation trials at any stage of learning."—*J. W. Macmillan* (Maryland).

3021. **Yacorzynski, G. K. Degree of effort: III. Relationship to the level of aspiration.** *J. exp. Psychol.*, 1942, **30**, 407–413.—Groups differentiated in terms of quality of performance in open and blocked runway tests so as to represent 4 degrees of effort were compared in regard to level of aspiration

(expectation to improve scores in future trials) in tapping, substitution, stringing beads, and free word association. An inverse relationship was found between level of aspiration and degree of effort. "The characteristic responsible for this phenomenon might be similar to that which is commonly called 'confidence.' The individuals whose scores do not display the expected inverse relationship . . . appear to be unable to evaluate their ability realistically. . . . Since similar level of aspiration scores may be due to different causes, little correlation can be expected between such scores and personality traits."—*M. J. Zigler* (Wellesley).

[See also abstracts 2996, 3041, 3042, 3048, 3056, 3063, 3092, 3105, 3176, 3183, 3189, 3225, 3241, 3267, 3274, 3276, 3281, 3282, 3311, 3333, 3356.]

MOTOR AND GLANDULAR RESPONSES

(incl. Emotion, Sleep)

3022. **Bard, P. Neural mechanisms in emotional and sexual behavior.** *Psychosom. Med.*, 1942, **4**, 171–172.—Studies of the central mechanisms involved in the exhibition of fear and rage and in the sexual behavior of female cats indicate "that the mesencephalon and upper portions of the medulla serve to provide many important instinctual capacities and that they normally operate only when activated by influences of cortical, striatal or hypothalamic origin."—*P. S. de Q. Cabot* (Simmons).

3023. **Beach, F. A. Analysis of the stimuli adequate to elicit mating behavior in the sexually inexperienced rat.** *J. comp. Psychol.*, 1942, **33**, 163–207.—Sexually inexperienced male rats were deprived of vision, olfaction, and cutaneous sensitivity in the snout and lips, either singly or in combination. Their behavior and that of normal animals was then studied in the presence of various incentive animals, a sexually receptive female, a female in heat but immobilized by an anesthetic, a castrated female, a small young male, a female guinea pig, and a female rabbit. The males showed considerable differences in copulatory thresholds. Neither of the three senses "is essential to the appearance of copulatory behavior in the inexperienced male rat. Elimination of any one of these modalities may result in a reduction of the excitability of the male. If the rat possesses a low copulatory threshold, he will mate despite reduced excitation. If the threshold is high, the excitation resulting from reduced sensory data is not sufficiently intense to produce mating behavior. Combined elimination of two of the senses studied greatly reduced the probability of copulation, and in all of our rats without sexual experience mating behavior was prevented by such operation." On the other hand, "sexually experienced males continue to copulate after the elimination of any two of the above mentioned senses," but they failed to do so after the elimination of all three senses.—*K. F. Muenzinger* (Colorado).

3024. **Beach, F. A. Effects of testosterone propionate upon the copulatory behavior of sexually inexperienced male rats.** *J. comp. Psychol.*, 1942, **33**, 227–247.—Beginning at 120 days of age 6 male rats were given daily injections of testosterone propionate until the end of the experiment. At the age of 142 days they and a similar group of 6 non-injected males were given 4 sex tests with the following incentive animals in counterbalanced order: a female guinea pig, a non-receptive female rat, a young male rat, and a female rat in heat but immobilized by an anesthetic. In the fifth test all males received a sexually receptive female rat. The males differed considerably in sexual excitability. 3 non-injected males attempted to copulate with one or more of the incentive animals in the first 4 tests, while all of the injected animals attempted to do so with two or more of the incentive animals. "Testosterone propionate increases the male's susceptibility to sexual excitement. This increase is general and not limited to stimuli restricted to the receptive female. After injection of this androgenic substance sexual excitability is so easily aroused that incentive animals of relatively low stimulus value are sufficient to elicit copulatory behavior."—*K. F. Muenzinger* (Colorado).

3025. **Beach, F. A. Analysis of factors involved in the arousal, maintenance and manifestation of sexual excitement in male animals.** *Psychosom. Med.*, 1942, **4**, 173–198.—On the basis of the findings of many experiments with the mating behavior of males of various vertebrate species a tentative interpretation of the physiological basis of sexual excitement and copulatory reactions is offered. The maximally exciting stimulus object is a perfectly receptive female. The male's susceptibility to sexual arousal is partly a function of the forebrain where it is proposed a central excitatory mechanism exists which increases the conditionability of sexual responsiveness. In the absence of testicular hormones sexual responsiveness is low.—*P. S. de Q. Cabot* (Simmons).

3026. **Bender, L., & Schilder, P. Mannerism as organic motility syndrome.** *Confin. neurol.*, 1941, 3, 321 ff.

3027. **Boehm, H. Umwelt und Vererbung.** (Environment and heredity.) *Dtsch. med. Wschr.*, 1941, No. 9.—[Abstracted review; original not seen.] Exclusively environmental influences may be classified under several headings, comprising the concept of peristasis. Peristatic effects vary in their importance for different processes of the organism. Regarding the genotype as the norm for the individual, appropriate measurement would make possible the expression of relative magnitudes of hereditary and environmental influences in the form of a ratio. Studies of identical twins are discussed.—*H. D. Spoerl* (American International College).

3028. **Butler, C. G., & Finney, D. J. The influence of various physical and biological factors of the environment on honeybee activity.** An ex-

amination of the relation between activity and solar radiation. *J. exp. Biol.*, 1942, **18**, 206–212.—"A review of the literature shows that those who have studied the influence of solar radiation on honeybee activity are agreed that it is an important limiting factor. This is in general agreement with observations made by bee-keepers." Some previous investigators claimed that "a higher correlation between activity and the intensity of ultra-violet radiation exists than between activity and radiation of clear light. . . . New data . . . clearly show an association between variations in honeybee activity and the radiation of clear light."—*C. K. Trueblood* (Cambridge, Mass.).

3029. **Cannon, W. B. "Voodoo" death.** *Amer. Anthrop.*, 1942, **44**, 169–181.—Classifying as voodoo death a variety of deaths due to sorcery and breach of tabu, inquiry is made into the veracity of the phenomenon. It is suggested that shock and fear may be responsible for such deaths. Shock and fear produce heightened activity of the sympathetico-adrenal system which lowers visceral blood volume and may produce deterioration of the vital organs.—*L. M. Hanks, Jr.* (Illinois).

3030. **Crandall, L. A. An introduction to human physiology.** (3rd ed.) Philadelphia: Saunders, 1942. Pp. xii + 388. $2.25.—This textbook intended for use in teaching introductory courses at the college level, emphasizes the practical aspects of physiological facts and principles. Most of the chapters of this edition "have been subject to change"; among the topics treated are the endocrine system, physiology of nerve and muscle, reflex action, spinal cord and brain, autonomic nervous system, and sense organs. Glossary and index.—*E. Girden* (Brooklyn).

3031. **Darling, I. A. Emotions and bodily reactions.** *Penn. med. J.*, 1941, **45**, 115–118.—The author discusses the emotional interrelations of thyroid dysfunction, cardiovascular conditions, bronchial asthma (escape, change of climate), gastro-intestinal disturbances, and the skin.—*M. E. Morse* (Baltimore, Md.).

3032. **Ewer, D. W., & Ewer, R. F. The biology and behavior of *Ptinus tectus* Boie. (Coleoptera, Ptinidae), a pest of stored products. III. The effect of temperature and humidity on oviposition, feeding, and duration of life cycle.** *J. exp. Biol.*, 1942, **18**, 290–305.—*C. K. Trueblood* (Cambridge, Mass.).

3033. **Gerard, R. W. Electrophysiology.** *Annu. Rev. Physiol.*, 1942, **4**, 329–358.—This is a critical review of the literature for 1941.—*W. S. Hunter* (Brown).

3034. **Gesell, A. The method of co-twin control.** *Science*, 1942, **95**, 446–448.—This article indicates the wealth of information and advantages which can be obtained by employing the method of co-twin control in studying problems of heredity and environment as they affect human development. Investigations can most profitably be done on one-egg twins.—*F. A. Mote, Jr.* (Connecticut).

3035. **Goddard, V. R., & Voss, J. G. The immediate effect of cigarette smoking upon basal metabolic rates of university men and women.** *J. Lab. clin. Med.*, 1942, **27**, 787–791.—40 subjects were tested before and ½ hour after smoking a brand of cigarettes containing 1.44% nicotine. 60% showed an increase and 35% a decrease in the basal metabolic rate. There were no differences between the sexes. A rise in pulse and respiratory rates and body temperature usually occurred. A possible explanation of the differences in results is the varying responsiveness of the adrenals to sympathetic stimulation. The metabolic rate-time curve may be characteristic for each person, and each subject's rate would thus represent a different point on this curve.—*M. E. Morse* (Baltimore, Md.).

3036. **Gunn, D. L., & Hopf, H. S. The biology and behavior of *Ptinus tectus* Boie. (Coleoptera, Ptinidae), a pest of stored products. II. The amount of locomotor activity in relation to experimental and to previous temperatures.** *J. exp. Biol.*, 1942, **18**, 278–289.—*C. K. Trueblood* (Cambridge, Mass.).

3037. **Hartman, C. G. Endocrine influences on instinctual processes.** *Psychosom. Med.*, 1942, **4**, 206–210.—Topics reviewed include: rigidity vs. variability of instincts, antiquity and distribution of hormones, the female sex cycle, examples of pure instinct, experimental techniques, prolactin and the maternal instinct. Instinct, for which there is a morphological basis, is defined as "the overt behavior of the organism as a whole (the 'total person' of Adolf Meyer), which is in physiological condition to act according to its genetically determined neuromuscular structure when adequate internal or external stimuli act upon it."—*P. S. de Q. Cabot* (Simmons).

3038. **Hemphill, R. E. Forms of behaviour of the electrical resistance of the skin related to certain psychiatric and endocrine conditions.** *J. ment. Sci.*, 1942, **88**, 285–305.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

3039. **Henry, F. The practice and fatigue effects in the Sargent test.** *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1942, **13**, 16–29.—Sargent jump test scores were obtained from 61 male college students with a simplified recording device. A practice effect was apparent in the data. The data are analyzed to show the reliability of different methods of scoring that might be adopted.—*N. R. Bartlett* (Brown).

3040. **Hooker, D. Fetal reflexes and instinctual processes.** *Psychosom. Med.*, 1942, **4**, 199–205.—All the activities of the human fetus are unlearned and depend upon the maturation of an inherited neural mechanism. Exteroceptive stimulation alone appears to be the cause of fetal movements in the earlier stages of activity. "The morphological development of the elements necessary for activity precedes their physiological expression."—*P. S. de Q. Cabot* (Simmons).

3041. **Hunter, W. S. The nature of instinct and its modification.** *Psychosom. Med.*, 1942, **4**, 166–170.—Instinct descriptively defined as an inherited

coordination of reflexes or motor and glandular responses is contrasted as a non-explanatory concept to the reflex, emotions, capacities, and abilities. The atomistic origin of instincts is rejected. Instinct is determined by the genes. Illustrations of the modification of instinctive activity are given with reference to habits established prior to the appearance of the behavior and to a change in the biological purpose involved in the inherited behavior. Perversions are interpreted as a result of dissociation between external and internal stimulating conditions or of marked deviation of external responses from social norms.—*P. S. de Q. Cabot* (Simmons).

3042. **Johnson, G. B. A study of the relationship that exists between physical skill as measured, and the general intelligence of college students.** *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1942, **13**, 57–59.—The correlation between the scores of 310 college freshmen on the Johnson Physical Skill Test and those on the American Council of Education test was found to be zero. Furthermore, there was no correlation between the Johnson scores and academic grades.—*N. R. Bartlett* (Brown).

3043. **Leighton, A. H., & Leighton, D. C. Some types of uneasiness and fear in a Navaho Indian community.** *Amer. Anthrop.*, 1942, **44**, 194–209.—Instances of uneasiness were gathered from observation and interview. As analyzed according to effect, 60% of 707 references to threats concern health, 21% subsistence, and 13% social security. Classifying threats according to their source, disease, accident, and religious beliefs account for 55%, while social situations, e.g. quarrels, account for 25%. These sources of fear should be studied further to determine the factors underlying them.—*L. M. Hanks, Jr.* (Illinois).

3044. **Levy, D. M. Psychosomatic studies of some aspects of maternal behavior.** *Psychosom. Med.*, 1942, **4**, 223–227.—In a search for constitutional factors, a study was made of 72 women classified into 3 groups according to varying degrees of maternal behavior. "A rather high and significant positive correlation was found between maternal behavior and duration of menstrual flow."—*P. S. de Q. Cabot* (Simmons).

3045. **Machemer, H. [Contributions to the physiology and pathology of the pupil. 3. The latent time of the light reaction of the normal human pupil.]** *Klin. Mbl. Augenheilk.*, 1941, **106**, 395–398.—[Abstracted review; original not seen.] Motion picture studies of the latent time of the pupillary reaction to light showed it to be fairly constant (0.217 seconds) and uninfluenced by adaptation of the retina, diameter of the pupil, color of the iris, refraction, or visual acuity.—*D. J. Shaad* (Lawrence, Kansas).

3046. **Machemer, H. [Contributions to the physiology and pathology of the pupil. 4. So-called preliminary dilation of the pupil in the light reaction.]** *Klin. Mbl. Augenheilk.*, 1941, **106**, 398–405.—[Abstracted review; original not seen.] Wavering movements of the iris sometimes extend over the latent phase of the light reflex and constitute the so-called preliminary dilation.—*D. J. Shaad* (Lawrence, Kansas).

3047. **Mittelmann, B., Wolff, H. G., & Scharf, M. P. Emotions and gastroduodenal function: experimental studies on patients with gastritis, duodenitis and peptic ulcer.** *Psychosom. Med.*, 1942, **4**, 5–61.—A study of 30 patients with peptic ulcer and 3 with gastritis and duodenitis showed that all had intense reactions of anxiety, insecurity, resentment, guilt, and frustration. The mucosal lesion was not solely responsible for the major emotional conflicts. Affects and gastroduodenal changes were regarded as coincident aspects of behavior. Results of laboratory induced situations confirmed these findings.—*P. S. de Q. Cabot* (Simmons).

3048. **O'Shea, H. E., Elsom, K. O'S., & Higbe, R. V. Studies of the B vitamins in the human subject: mental changes in experimental deficiency.** *Amer. J. med. Sci.*, 1942, **203**, 388–397.—The present investigation is the first attempt to study objectively the psychological status of the adult subject taking an experimental diet deficient in B vitamins, followed by thiamine therapy and, later, synthetic fractions of B complex. The subjects were 4 middle-aged dull-normal women, and 4 similar controls were used. The results showed that foresight and judgment (maze tests) are impaired when the subjects are deficient in B vitamins and are improved after therapy with thiamine or B complex. General intelligence (Henmon-Nelson test), reasoning ability (reading), and speed of hand muscle coördination (tapping) show no measurable deterioration when the subjects are deficient in B vitamin and no improvement after therapy with thiamine or B complex.—*M. E. Morse* (Baltimore, Md.).

3049. **Peteanu, M. Masurarea abilitatii motorice.** (The measurement of motor ability.) *Rev. Psihol.*, 1940, **3**, 280–302.—[Abstracted review; original not seen.] The scale devised by Oseretzky and a battery of 14 tests were used to determine: static coordination, dynamic coordination, equilibrium, and flexibility. The theory of a central motor factor was sustained by a correlation of .50.—*S. M. Strong* (Minnesota).

3050. **Piker, P. Symptoms of alcoholism.** *J. Med., Cincinnati, O.*, 1941, **22**, 188–193.—The acute alcoholic syndrome may include excitement, depression, nystagmus, and a pupil which varies from dilation to constriction in the same person. Alcohol was administered to human subjects, and note was taken as to the appearance of alcoholic symptoms, while concurrent tests of alcohol concentration in the blood were made. Even at a same level of concentration, symptoms were more apparent when concentration was rising than when it was falling. There is presented an hypothesis that the cerebrum can reassert itself even at a level higher than that necessary to induce symptoms, but that time is required for the action of this mechanism.—*E. S. Primoff* (U. S. Employment Service).

3051. **Plessner, H. [Laughing and crying: a study of border situations of human behavior.]** Arnheim, Netherlands, 1941. Pp. 190.—[Abstracted review; original not seen.] This study lies on the border between behaviorism and strict phenomenology. Plessner interprets laughing and crying, not physiologically or psychologically, but as bound up with situations and based on the premise that man both has and is a body, thus creating a cleavage in his existence. In unequivocal situations he answers as a person, utilizing his body. When confronted with non-threatening situations which cannot be fittingly answered by speech, mimetics, gestures, or action he capitulates involuntarily as a psychophysical unity, but not as a person and his body takes over the response. Laughing or crying are the only adequate answer and are understood as such. Conflicting pluralities, in which orientation is impossible, arouse laughter, whereas, in crying, the unanswerableness lies in overwhelming immediacy to which the person yields with sudden transition from tension to relief.—*M. E. Morse* (Baltimore, Md.).

3052. **Roberts, T. W., & Harris, S. J. Preliminary analysis of activity of the cave crayfish, *Cambarus Pellucidus*.** *Amer. Nat.*, 1941, **75**, 154–171.—Under controlled experimental conditions the cave crayfish was found to have arhythmic activity with respect to the day-night cycle. "Here is a species of animal with an aperiodic activity, living in a relatively stable and constant environment." "Is it too much to assume that we have here cause and effect?"—*R. L. Solomon* (Brown).

3053. **Shock, N. W., & Schlatter, M. J. Pulse rate response of adolescents to auditory stimuli.** *J. exp. Psychol.*, 1942, **30**, 414–425.—8 different sound stimuli were presented to 92 subjects, average age $14 \pm .48$ years, and ratings of pleasantness or unpleasantness and degree of startle were secured. Pulse rate, recorded photographically from a pneumatic cuff fastened on the ankle, indicated rapid change in the first and second 3-second interval following presentation of the stimulus. Contrary to previous reports indicating that cardiac acceleration follows sound presentation, the average pulse rate was here found to decrease 3 beats per minute between 3 and 6 sec. after stimulus presentation with recovery between 12 and 15 sec. after. The relation between amount of change in pulse rate and estimated degree of startle was not found to be significant.—*M. J. Zigler* (Wellesley).

3054. **Skaggs, E. B. Studies of sex differences: II.** *J. soc. Psychol.*, 1941, **14**, 91–97.—A battery of tests was administered to 163 men and 160 women at Wayne University. No significant sex difference was found in the following abilities: transferring blocks from one formboard to another, writing "school" repeatedly, writing down words over a 5-minute period, tapping with right hand, discrimination of pitch, intensity, and time. Reliable sex differences were found in tapping with left hand, strength of grip, and performance on the Otis S-A test. The variability of the groups were approximately equal.—*F. W. Finger* (Virginia).

3055. **Stewart, D. N., & Winser, D. M. De R. Incidence of perforated peptic ulcer; effect of heavy air-raids.** *Lancet*, 1942, **242**, 259–260.—"Figures for 1937–40 from sixteen London hospitals showed a statistically significant increase in perforated peptic ulcers during the first two months of heavy air-raids (September & October, 1940). The probable cause of this increase was anxiety. Of the perforations in the four-year period, 93% were in men. The ratio of gastric to duodenal perforations was 1.6 : 1. The peak incidence was in the 50–60 group; this is contrasted with the peak between 20 and 40 in other series. There was no significant change in age, sex, or site among perforations in the air-raid period." 45 references.—*C. K. Trueblood* (Cambridge, Mass.).

3056. **Thomas, W. F., & Young, P. T. A study of organic set: immediate reproduction, by different muscle groups, of patterns presented by successive visual flashes.** *J. exp. Psychol.*, 1942, **30**, 347–367.—A device is described and illustrated for testing the ability to reproduce patterns of light that are given in a series of small lamps by operating signal keys with the head, the hands, and the feet. It was found that accuracy is greater for reproductions involving a single than for those involving a double or triple mode of response. Practice was manifested in all modes of reproduction, but seemed to approach different limits. Patterns that were difficult for one muscle group were difficult for the others. Reliability of the test, computed by the split-half method, was high. The data are compared with results obtained in a previous experiment in which reproduction scores were found to vary with the sensory mode of presentation. On the basis of the two studies, the importance of peripheral factors in establishing an organic set and in acting on it is emphasized, although correlation studies of the reproduction scores also accentuate the significance of central factors.—*M. J. Zigler* (Wellesley).

3057. **Walter, W. G. The measurement of body resistance by bridge methods.** *J. ment. Sci.*, 1942, **88**, 306–307.—The phenomena reported in Hemphill's paper (see XVI: 3038) are due not only to changes in resistance proper, but also to fluctuating EMF generated by the superficial tissues as a result of the small steady polarizing current used in the Wheatstone bridge circuit.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

3058. **Waring, H., Landgrebe, F. W., & Bruce, J. R. Chromatic behavior of *Scyllium Canicula*.** *J. exp. Biol.*, 1942, **18**, 306–316.—*C. K. Trueblood* (Cambridge, Mass.).

3059. **Wenger, M. A. The stability of measurement of autonomic balance.** *Psychosom. Med.*, 1942, **4**, 94–95.—A brief report, on the basis of a factor analysis of 20 physiological measures for 62 children. (See also XVI: 1805).—*P. S. de Q. Cabot* (Simmons).

3060. **Wiersma, C. A. G., & Ellis, C. H. A comparative study of peripheral inhibition in decapod**

crustaceans. *J. exp. Biol.*, 1942, **18**, 223–238.—"The effectiveness with which different contractions in a number of muscles can be inhibited was investigated. As a measure of this effectiveness the frequency of inhibitions which can just inhibit a contraction with a given frequency of excitation was determined. It was found that in all systems the ratio (Rc) of such inhibitory frequencies to that of the excitatory frequencies they can suppress was constant for a wide range of frequencies. At high frequencies either the inhibition or the excitation may become less effective. This is explained by failure of the respective system to function normally at such a frequency. The effectiveness of inhibition of different systems was determined. Some systems show a very constant Rc value; in a second group Rc varies within wider limits; and a third group shows two distinct Rc's sometimes in the same preparation at different times. . . . Reduction of the action potentials during inhibition is obtainable in only a few systems, namely, the opener inhibitor-opener and the stretcher inhibitor-stretcher systems of *Cambarus* and the crabs."—*C. K. Trueblood* (Cambridge, Mass.).

3061. **Yarbrough, M. E., & Dann, W. J. Dark adaptometer and blood vitamin A measurements in a North Carolina nutrition survey.** *J. Nutrit.*, 1941, **22**, 597–607.—Adaptometer and blood tests were administered to 154 residents of a rural mill village; blood tests alone were made with 43 additional subjects. Ages ranged from 5 months to 68 years. Blood vitamin A and carotene levels were lower for these subjects than for groups tested elsewhere; but in the adaptometer tests, 96.7% showed normal visual function. Correlations were low: .158 between blood carotene and adaptometer findings, and .131 between blood vitamin A and adaptometer findings. —*E. S. Primoff* (U. S. Employment Service).

[See also abstracts 2940, 2967, 2976, 2977, 2981, 2987, 3018, 3077, 3092, 3099, 3104, 3108, 3112, 3119, 3120, 3121, 3122, 3124, 3125, 3131, 3132, 3135, 3136, 3153, 3165, 3168, 3183, 3243, 3260, 3281, 3347, 3354.]

PSYCHOANALYSIS, DREAMS, HYPNOSIS

3062. **Bergler, E. Two forms of aggression in obsessional neuroses.** (Trans. by P. Leeds-Weil.) *Psychoanal. Rev.*, 1942, **29**, 188–196.—An obsessional neurotic is characterized by 2 forms of aggression: an original agression towards the father, which is solved by the neurosis, and an expressed aggressiveness against the environment. This latter pseudo-aggressiveness is an unconscious defense mechanism against the patient's basic passivity. The process is pictured as follows: After the neurotic's character structure has been formed, he continually reproaches himself unconsciously for his passivity; his unconscious ego then utilizes extreme aggressiveness to prove he is not passive; this aggressiveness also serves to direct punishment towards the patient, thus satisfying his unconscious need for punishment. 4 mechanisms of narcissistic gratification in the obsessional neurotic are discussed in relation to his pseudo-aggressiveness. In treating obsessional neurotics, then, emphasis should be placed on their unconscious anal passivity rather than on their aggressiveness.—*L. B. Heathers* (Smith).

3063. **Brenman, M. Menninger Foundation activities; attempts at experimental substantiation of psychoanalytic theory.** *Bull. Menninger Clin.*, 1942, **6**, 33–37.—The author outlines research in progress along two directions: (1) the changes occurring in "tension systems" created in a hypnotic state so that memories connected with their origin are inaccessible to the subject, and (2) the influence on memory of the needs and conflicts of the subject.—*W. A. Varvel* (Texas A. & M.).

3064. **Brenman, M. Experiments in the hypnotic production of anti-social and self-injurious behavior.** *Psychiatry*, 1942, **5**, 49–61.—Emphasizing that the subjects were not deceived but had a full understanding that the situation was purely experimental, the author found that hypnotized subjects could be induced to perform acts which under non-experimental personal and social conditions would be asocial in character.—*M. H. Erickson* (Eloise Hospital).

3065. **Deutsch, H. Some psychoanalytic observations in surgery.** *Psychosom. Med.*, 1942, **4**, 105–115.—This paper dealing with psychic reactions to surgical procedures considers 4 different sets of problems: (1) the psychology of the patient and his neurosis and the psychological situation preceding the operation, (2) the actual meaning of the operation to the patient in terms of the threat of danger, expected amount of suffering, and chances of cure, (3) the postoperative reaction, and (4) the patient's emotional relationship to the surgeon.—*P. S. de Q. Cabot* (Simmons).

3066. **Erickson, M. H. Hypnotic treatment of acute hysterical depression.** *Arch. Neurol. Psychiat., Chicago*, 1941, **46**, 176–180.—Abstract.

3067. **Foxe, A. N. A psychomotor sequence (abreaction and catharsis).** *Psychoanal. Rev.*, 1942, **29**, 127–130.—Shock therapy and even psychoanalysis usually foster abreaction rather than catharsis. Abreaction involves the utilization of threats and the developing of dependency relations to a larger degree than catharsis and effects little change in the basic personality structure. Treatment emphasizing catharsis, on the other hand, tends to produce real personality change. To show the relations between abreaction and catharsis, an analytic session is described in detail.—*L. B. Heathers* (Smith).

3068. **Knight, R. P. Evaluation of the results of psychoanalytic therapy.** *Amer. J. Psychiat.*, 1941, **98**, 434–446.—This paper reviews and evaluates the valid and invalid factors which operate against the reporting of results by psychoanalysts. A composite table is presented dealing with the reports of almost 1000 cases taken from different sources.—*R. Goldman* (Boston Psychopathic Hospital).

3069. **Marcondes, D. Aspectos do aproveitamento prático da psicoanalise.** (Aspects of the practical accomplishments of psychoanalysis.) *Rev. Neurol Psiquiat., S. Paulo,* 1942, **8,** 26.—Abstract.

3070. **Miller, M. L. A psychological study of a case of eczema and a case of neurodermatitis.** *Psychosom. Med.,* 1942, **4,** 82–93.—Reports are given of two impotent passive male patients who were psychoanalytically treated for eczema and neurodermatitis. The skin disease apparently served to express chronic unsatisfied emotional tensions which could not be otherwise discharged because of deep conflicts. Masculine and feminine masochistic drives were inhibited. Each patient was sadistic toward women and identified himself with a dead or diseased mother. Strong hostilities and guilt feelings were expressed through skin lesions revealing exhibitionism and masochistic trends.—*P. S. de Q. Cabot* (Simmons).

3071. **Schilder, P. The body image in dreams.** *Psychoanal. Rev.,* 1942, **29,** 113–126.—The views of various analysts, particularly Scherner and Freud, are briefly outlined. Several dreams are discussed to show the relation between the manifest and latent dream content relative to the body of both the dreamer and others. The author suggests (1) that, although some one part of the body may be especially emphasized in the dream, the total body is also usually represented and (2) that infantile concepts of the body are often given symbolically in the latent content of the dream even when the body image is openly represented in the manifest content.—*L. B. Heathers* (Smith).

3072. **Solomon, M. Meaning and interpretation of dreams.** *Arch. Neurol. Psychiat., Chicago,* 1941, **46,** 537–538.—Abstract.

3073. **Vaz Ferreira, C. El psicoanálisis desde el punto de vista médicolegal.** (Psychoanalysis from the medicolegal standpoint.) Montevideo: 1941. Pp. 209.—[Abstracted review; original not seen.] The author is professor of legal medicine in the University of Montevideo. The first part of his book is devoted to an exposition of psychoanalysis and its value as a school of psychology, a philosophical system, and a therapeutic method. He does not consider it superior to other systems in theory or practice. The second part of the book is concerned with the relations of psychanalysis to criminology and the Uruguayan penal code, the topics including the psychoanalytical classification and interpretation of crimes, psychoanalysis in criminal procedure and the fight against crime, the legality of lay analysis, and the analyst's legal responsibility.—*M. E. Morse* (Baltimore, Md.).

3074. **Whitaker, E. de A. Manifestações psíquicas inconcientes ou raras e espiritismo.** (Unconscious or rare psychic manifestations and spiritism.) *Rev. Neurol. Psiquiat. S. Paulo,* 1942, **8,** 1–10.—As a continuation of his study on spiritism in São Paulo, Whitaker gives examples showing how the belief develops and displays itself. An unusual manifestation which he reports is eidetic drawing ascribed to spirit control. He classifies mediums as: commercial imposters, the metaphysical type (Richet), sincere but credulous believers, neurotics whose unconscious productions are referred to spirits, normal persons in whom unconscious phenomena can be evoked by suggestion, and individuals with eidetic ability.—*M. E. Morse* (Baltimore, Md.).

[See also abstracts 3196, 3216, 3217, 3218, 3344.]

FUNCTIONAL DISORDERS

3075. **Anderson, E. W. Psychiatric syndromes following blast.** *J. ment. Sci.,* 1942, **88,** 328–340.—Described are 15 cases (naval) of persons exposed to blast at sea or ashore. Discussed, but not measured, are intellectual impairment, emotional changes, memory changes, and the general slowing down in motor ability.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

3076. **[Anon.] À propos du centenaire de la mort d'Esquirol.** (Apropos of the centenary of the death of Esquirol.) *Progrès méd., Paris,* 1940, **68,** 552.—This is a review of Esquirol's masterpiece *Maladies mentales* (1838). His analytical tendency led him to develop excessively the concepts of monomanias and faculties, but the order, clarity, and method of his presentation and his close observation make one forget the artificiality of classification. He also interested himself in open institutions and family care for mental patients.—*M. E. Morse* (Baltimore, Md.).

3077. **Bastos, F. De O., & Arruda, J. Contribuição para o estudo clínico das relações entre o hipertiroidismo e distúrbios psíquicos.** (Contribution to the clinical study of the relations between hyperthyroidism and psychological disturbances). *S. Paulo Med.,* 1941, **14,** Pt. 2, 57–95.—A study of 22 cases leads to the conclusion that psychoneurotic symptoms, such as anxiety and insomnia, accompany hyperthyroidism. Sometimes, psychasthenic or hysteroid symptoms appear in exaggerated form. In a small number of cases, frankly psychotic syndromes, confused states, and hallucinations are found. There often appears to be a direct relation between the neuro-vegetative disequilibrium and the mental symptoms but the pre-morbid state of the individual always influences the form taken by the abnormal state.—*E. S. Primoff* (U. S. Employment Service).

3078. **Bell, H. C., & Dehne, T. L. Agitated depressions.** *Arch. Neurol. Psychiat., Chicago,* 1941, **46,** 942.—Abstract.

3079. **Bender, L. Childhood schizophrenia.** *Nerv. Child,* 1942, **1,** 138–140.—A brief review of the evidence supporting a diagnosis of schizophrenia in childhood, and description of the general emotional and social factors involved.—*G. S. Speer* (Central YMCA College).

3080. **Bradley, C. Biography of a schizophrenic child.** *Nerv. Child,* 1942, **1,** 141–171.—This detailed biography of a girl who was definitely diagnosed as schizophrenic before puberty at the age of

11 is based on the parents' diary, and hospital and school records. Comprehensive therapy produced only minor and transient alterations in the clinical symptoms. This is only the second published complete biography of a schizophrenic child; more studies of a similar nature are needed.—*G. S. Speer* (Central YMCA College).

3081. **Brill, N. Q. War neuroses.** *Milit. Surg.*, 1942, **90**, 390–400.—This is a talk to nurses on the present-day concept of war neuroses, experience in the last war, treatment, and prevention of war neuroses among the civil population.—*M. E. Morse* (Baltimore, Md.).

3082. **Carp, E. A. D. E. [Pathologic manifestations of aggressive type in soldiers.]** *Geneesk. Gids*, 1940, **18**, 510 ff.

3083. **Chase, L. S., & Silverman, S. Prognostic criteria in schizophrenia.** *Amer. J. Psychiat.*, 1941, **98**, 360–368.—The present review was undertaken to clarify the significance of criteria for the establishment of prognosis in schizophrenia. They are discussed under 15 headings such as age, duration of illness, previous attacks, sex, hereditary background, body type, psycho-sexual history, type of onset.—*R. Goldman* (Boston Psychopathic Hospital).

3084. **Cohen, L. H., Novick, R. G., & Ettleson, A. Frontal lobotomy in the treatment of chronic psychotic overactivity.** *Psychosom. Med.*, 1942, **4**, 96–103.—6 psychotic patients who had been ill from 8 to 28 years displaying persistent aggressiveness, combativeness, and destructiveness underwent bilateral frontal lobotomy. 5 patients were improved as evidenced by diminished overactivity, although in some of these cases complete apathy resulted.—*P. S. de Q. Cabot* (Simmons).

3085. **Cottington, F. Treatment of schizophrenia of childhood.** *Nerv. Child.*, 1942, **1**, 172–187.—This paper reports treatment methods employed, and an evaluation of results obtained, for 20 schizophrenic children with the onset of psychosis under the age of 12 (15 under the age of 10), who have been observed on the Children's Psychiatric Ward at Bellevue. Treatment has included socialization, shock therapy, and a variety of psychotherapeutic methods. The results are discouraging in comparison with other psychiatric disorders in children, but indicate that, if treated, many of these children have possibilities of further development. A detailed case history is included to illustrate development.—*G. S. Speer* (Central YMCA College).

3086. **Crothers, B., Lord, E., & McGinnis, M. Late psychologic implications of early injuries to the central nervous system.** *Arch. Neurol. Psychiat., Chicago*, 1941, **46**, 550–551.—Abstract.

3087. **Currier, D. E. Medical and psychiatric problems of Selective Service.** *J. Maine med. Ass.*, 1942, **33**, 65–71.

3088. **Despert, J. L. Prophylactic aspect of schizophrenia in childhood.** *Nerv. Child*, 1942, **1**, 199–231.—Headings are: symptomatology, pre-psychotic personality, typical case histories, significant prognostic signs, hereditary and environmental factors, and considerations for a program of prophylaxis. Immediate prophylaxis is best carried out by the earliest possible referral to available clinics. Future possibilities in training psychiatrists, establishment of clinics, systematic study and treatment of psychotic children, and social laws are considered briefly.—*G. S. Speer* (Central YMCA College).

3089. **Deutsch, F. Social service and psychosomatic medicine.** *News-Lett. Amer. Ass. psychiat. soc. Wkrs*, 1942, **11**, 1–9.—Social workers who are fully equipped with a theoretical and practical knowledge of psychosomatic medicine will be better qualified for the task of observing the earliest recognizable psychosomatic expressions of an individual resulting from emotional or organic disorders.—*J. E. Zerga* (U. S. Employment Service).

3090. **Donnadieu, A. La psychose de civilization.** (Civilization psychosis.) *Progrès méd., Paris*, 1940, **68**, 69.—Donnadieu reports a case of melancholia with a suicidal attempt in a Moroccan. He attributes it to conflict between the ancestral and the new French civilization. Anxiety and suicide are rare among Mohammedans. The special features of this case were philosophic, religious, and idealistic preoccupations on a depressive basis.—*M. E. Morse* (Baltimore, Md.).

3091. **Due, F. O. Artistic productions in a case of schizophrenia.** *Arch. Neurol. Psychiat., Chicago*, 1941, **46**, 376.—Abstract.

3092. **Dworkin, S., Baxt, J. O., & Dworkin, E. Behavioural disturbances of vomiting and micturition in conditioned cats.** *Psychosom. Med.*, 1942, **4**, 75–81.—Conditioning experiments on the auditory acuity of cats exposed to pure tones of threshold loudness reveal evidence bearing on the origin and nature of experimental neurosis. Vomiting episodes and uncontrolled micturition are regarded in turn as a gastrointestinal manifestation of a disturbance generated in the CNS by a conflict situation and as a spread to the sacral division of the autonomic. These derangements are attributed "to disturbances between the fundamental nervous processes of excitation and inhibition." While bromide sedation was ineffective in diminishing bodily restlessness and vomiting, prolonged rest from training in addition to training with loud tones was beneficial.—*P. S. de Q. Cabot* (Simmons).

3093. **Farris, E. J., & Yeakel, E. The effect of age upon susceptibility to audiogenic seizures in albino rats.** *J. comp. Psychol.*, 1942, **33**, 249–251.—"234 Wistar albino male and female rats of three age groups (21 to 26 days, 289 to 442 days, and 589 to 632 days) were subjected to air blasts for five minutes daily." The incidence of attacks in the three age groups was 32, 15, and 6% respectively.—*K. F. Muenzinger* (Colorado).

3094. **Fleming, G. W. T. H. Some preliminary remarks on prefrontal leucotomy.** *J. ment. Sci.*, 1942, **88**, 282–284.—In deciding whether the operation should be attempted, the factors to be weighed are the peace of mind together with some possible

impairment of intellectual ability as opposed to the eternal misery and torture that the uncured melancholic suffers. Impairment of tested intelligence is not so severe as to warrant hesitating about the operation. Results should always be checked with psychological tests.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

3095. **Freehof, S. W. Three psychiatric stories from Rabbinic lore.** *Psychoanal. Rev.*, 1942, **29,** 185–187.—Three stories, two concerned with neurotic illnesses and one with a period of confusion and amnesia, are recounted.—*L. B. Heathers* (Smith).

3096. **Froment, M. J. Pierre Marie et la question de l'aphasie.** (Pierre Marie and the question of aphasia.) *J. Méd., Lyon*, 1940, **21,** 245–252.—Marie opposed the differentiation of verbal images into modalities and regarded aphasia as a reduction of intelligence. He refused to divide aphasia into motor and sensory and proclaimed that the third convolution of the left frontal lobe plays no special rôle in language. The syndrome of pure motor aphasia was taken out of the realm of the aphasias and termed *anarthrie*. Marie's main contribution was in raising questions that were considered settled. —*E. S. Primoff* (U. S. Employment Service).

3097. **Gildea, M. C. L. The mental-hygiene clinic meets the defense boom.** *Ment. Hyg., N. Y.*, 1942, **26,** 195–209.—Described are 3 cases illustrating types of mental-hygiene problems in communities seriously affected by war industrial activity.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

3098. **Gordon, A. The therapeutic value of recognition of neuroses.** *Med. Rec., N. Y.*, 1942, **155,** 275–277.—The mechanism of a neurosis consists in a projection of unsettled psychic states on different parts of the body; behind multiple somatic disturbances conflicts unknown to the patient often play the most conspicuous causative rôle. 2 case histories are cited in illustration.—*M. H. Erickson* (Eloise Hospital).

3099. **Griffiths, W. J. The effect of Dilantin on convulsive seizures in the white rat.** *J. comp. Psychol.*, 1942, **33,** 291–295.—"This paper is a preliminary report on the effectiveness of Dilantin sodium as an anticonvulsant for seizures obtained by bell stimulation of eleven white rats with known convulsive histories. The drug is found to be effective in alleviating seizures of eleven experimental animals, with two exceptions, when given in standard doses. . . . The depressant action of Dilantin sodium on the neuromuscular system as well as the possibility of similar action on the emotional centers of the central nervous system are cited as tentative explanations."—*K. F. Muenzinger* (Colorado).

3100. **Hall, S. B., & Hall, M. B. Prognosis of mental instability; adolescent and Service cases.** *Lancet*, 1942, **242,** 376–378.—"The prognosis of mental instability is considered in the light of experience gained from: (a) intensive study of more than 1500 adolescent patients and follow-up records in a consecutive series of 317 of these; (b) detailed psychiatric investigation of 330 Service cases referred to an EMS neurosis centre. An attempt has been made to assess the significance of the problem from the community standpoint, in four of its main aspects—mental defect, psychoneurosis, psychopathic personality, delinquency. The relative seriousness of the problem of psychoneurosis is stressed. Whether reaction to mental conflict will take the form of psychoneurosis or of delinquency depends on fundamental differences of personality structure. When the reaction takes the form of delinquency, the prognosis seems to be more favorable. Our experience had a practical application if the problems which have arisen in connection with the conscription of men are to be avoided among conscripted women."—*C. K. Trueblood* (Cambridge, Mass.).

3101. **Harrison, F. M. Biological concepts in psychiatry.** *Nav. med. Bull., Wash.*, 1942, **40,** 308–330.—When consideration of the patient himself dominates and surrounds the investigation of his affliction, it is amazing how frequently his particular pathological disturbance is found to belong irresistibly in the whole fabric of his personality. Consideration of the individual as a psychosomatic unit means that medicine, in addition to being concerned with the anatomical structures of the patient, must interest itself and include in its survey the important problems of human distress, social relationships, emotional maladjustments, and personality disorders of all types.—*J. E. Zerga* (U. S. Employment Service).

3102. **Herman, M., Harpham, D., & Rosenblum, M. Non-schizophrenic catatonic states.** *N. Y. St. J. Med.*, 1942, **42,** 624–627.—The authors report 12 cases of catatonia, identical with that of schizophrenia, in syphilis of the nervous system epilepsy, head trauma, and toxic psychoses. Cases of catatonia can be grouped into 3 categories: those in which cortical damage predominates; those in which psychologic factors predominate; those with marked hypothalamic symptoms. Theoretically and by experimental results catatonia is apparently a neurologic phenomenon, the mechanism of which resides in the posterior part of the hypothalamus. The neocortex controls this mechanism through the factors of organic brain disease and psychological influences. The relative importance of psychological factors in schizophrenic catatonia is still undetermined. Cerebral control may also be disturbed by hypothalamic lesions which cut off the lower centers from cortical influences. The clouded sensorium found in organic brain disease differentiates the catatonia of these cases from that of schizophrenia.—*M. E. Morse* (Baltimore, Md.).

3103. **Herrmann, G. Psychoneurocardiovascular disorders: cardiac psychoneuroses.** *Dis. nerv. Syst.*, 1942, **3,** 117–122.—Between one-third and one-half of the cardiovascular cases are of a psychogenic and neurogenic origin. Since increasing attention is being devoted to this fact, the author presents a classification of the cardiac neuroses, together with

some suggestions for the management of such patients. Skillful psychotherapy must be employed to obtain even the partially satisfactory results achieved to date.—*C. E. Henry* (Western Reserve).

3104. **Heymann, K. Spiegelschrift bei Triebstörungen.** (Mirror writing in disturbances of the instincts.) *Schweiz. Arch. Neurol. Psychiat.*, 1941, **48,** 29–39.—Among 138 right-handed mental patients (schizophrenics, mental defectives, psychopaths) 16 spontaneously produced mirror writing with the left hand. All the patients had some instinctive disturbances. Among 77 pupils in special classes, 6 were left-handed, but there was only 1 mirror writer, a right-handed child. Mirror writing is essentially one example of incapacity, due to immaturity or congenital or acquired limitation, to harmonize intelligence and instinct as expressed through motility. The normal subordination of instinct to certain intellectual demands is disturbed. In left-handed persons this maladaptation relates only to the left hand and is direct, simple, and isolated, without effect on the personality; whereas, in the right-handed, it usually betrays a disharmony of the entire personality. Another cause of mirror writing is acquired organic lesions of the brain. In addition, for children of kindergarten age who have not yet learned systematically to write, script has a pictorial character, and they often, as a transitory stage, copy it in reverse.—*M. E. Morse* (Baltimore, Md.).

3105. **Hutton, E. L. The investigation of personality in patients treated by prefrontal leucotomy.** *J. ment. Sci.*, 1942, **88,** 275–281.—The question is raised: is there a common factor—a disorder of attention—in the forms of mental disorder treated by prefrontal leucotomy, namely, melancholia, anxiety states, obsessional and compulsive neuroses, and schizophrenia? Notes on one case are given to illustrate the fact that recall is to a large extent replaced by associative memory.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

3106. **Itkin, M. G. [Psychic factor in structure of neuroses.]** *Sovetsk. vrach. Zh.*, 1940, **44,** 849 ff.

3107. **Kanner, L. Mental disturbances in adolescents.** *Med. Clin. N. Amer.*, 1941, **25,** 515–557.—Kanner discusses youth as a transitional period, factors in the development of instability, and "detours," and gives illustrative cases. He stresses the great variety of behavior disturbances, etiologic factors, therapeutic requirements, and eventual developments. Adolescent reaction forms are differentiated along the lines of adult psychopathologic patterns, and the same general grouping is applicable. Diagnosis and therapy, however, depend less on allocation to any reaction set than on sizing up the salient features of the difficulty and the person presenting it. Situational impacts in themselves do not produce psychotic disturbances unless they hit susceptible persons at the time of greatest vulnerability. The patients here presented lacked adult directive and self-directing help to handle perplexing situations and let the situations overwhelm them. The mental hygiene of the average adolescent is in the domain of the family physician, but when things have gone wrong, the patient should be transferred to a psychiatrist without resorting to fumbling half-measures.—*M. E. Morse* (Baltimore, Md.).

3108. **Kelley, K. Sterility in the female with special reference to psychic factors. Part I: A review of the literature.** *Psychosom. Med.*, 1942, **4,** 211–222.—The literature on the complex problem of sterility is reviewed and considered with reference to: structural and functional pathology, general etiology, endocrine imbalance, and psychosexual adjustment. Criteria of the presence of sterility are established. The organism must be regarded as a psychosomatic unit. "Psychic conflicts may result in vegetative tensions and imbalance of such a nature as to produce malfunctioning of any, or all, parts of the reproductive system." 83-item bibliography.—*P. S. de Q. Cabot* (Simmons).

3109. **Kennedy, F. Functional nervous disorders associated with warfare.** *N. Y. St. J. Med.*, 1942, **42,** 425–430.—Kennedy discusses the nature of morale, the mechanism of war neuroses, and their prevention. Morale is an expression of the herd instinct, socially reputable and conscious, and cemented by suggestibility, the instrument of which is discipline. Fear of death is antisocial in trend, rarely scrutinized, and cast into the unconscious. Soldiers have always sensed this antagonism. The simple term "nervousness" comprises all neurotic manifestations seen in war and, in contrast to "shell shock," has disciplinary, prophylactic, and therapeutic power. Anxiety neuroses result from prolonged conflict, rather than a single external catastrophe. Air raids produce fewer neuroses than shelling—"catch as catch can" vs. being "personally applied for." The neuroses of the present war come from petty disturbances of life. Conversion hysteria has become rare. Gastric ulcers have greatly increased among both soldiers and civilians. The new neuropsychiatric centers have remained almost unused. Pilots have anxiety from objective causes, but group morale and knowledge of the impossibility of escape make these states transitory. The chief weapon against war neuroses is a sense of unity with the immediate group.—*M. E. Morse* (Baltimore, Md.).

3110. **Lemkau, P., Tietze, C., & Cooper, M. Complaint of nervousness and the psychoneurosis.** *Amer. J. Orthopsychiat.*, 1942, **12,** 214–224.—Part of the data from a survey enumerating all known cases of mental disease, deficiency, or maladjustment in the eastern health district of Baltimore was used to form the basis for an examination of the complaint of nervousness. The group of people who reported themselves or were reported by members of their families as being nervous with no other qualifying data available was, in certain important respects, similar to the group of adult psychoneurotics and adults with neurotic traits. The complaint of nervousness as used by the lay person,

after gross disorders such as psychosis, mental deficiency, and epilepsy are subtracted, may indicate something closely related to what the psychiatrist thinks of as psychoneurosis and neurotic traits. —*R. E. Perl* (Jewish Board of Guardians).

3111. **Lemkau, P., Tietze, C., & Cooper, M. Mental-hygiene problems in an urban district; third paper.** *Ment. Hyg., N. Y.*, 1942, **26,** 275–288. —Incidence of epilepsy and of mental deficiency in the Eastern Health District of Baltimore during 1936 is given. Of 3,337 cases active during that year, 694 or 21%, were mentally deficient; in only 375 of these was such deficiency the leading problem. Sex ratio of the mentally deficient group was 7 males to 6 females. (See also XVI: 1011, 2295.)—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

3112. **Lindemann, E. Observations on psychiatric sequelae to surgical operations in women.** *Amer. J. Psychiat.*, 1941, **98,** 132–139.—Acquaintance was made of the patient before the operation in order to "assay the amount of anxiety and attending upset of the autonomic system." Mental status and psychiatric history were obtained 10–18 months later. Women between the ages of 20 and 55 who had abdominal or pelvic operations with no psychiatric complaints at the time of operation were studied. 25 of the 40 women showed no change in emotional adjustment. In 13 of the 40 patients "there could be observed a characteristic type of untoward psychiatric reaction, resembling a state of agitated depression." This reaction was more common in pelvic operations than in upper abdominal operations. Display of anxiety before operation does not necessarily indicate probable later psychiatric difficulties.—*R. Goldman* (Boston Psychopathic Hospital).

3113. **Menninger, W. C. Experiments with educational therapy in a psychiatric institution.** *Bull. Menninger Clin.*, 1942, **6,** 38–45.—The paper summarizes the experience of 3 years in attempting to present formal or semi-formal educational therapy, as distinct from group psychotherapy. The most practical courses have been short ones in which each class hour is largely complete in itself. They have stimulated patients to add to their intellectual accomplishments, awakened special interest in satisfying hobbies, aided in improving social behavior, and served as a proving ground for a patient's progress.—*W. A. Varvel* (Texas A. & M.).

3114. **Miller, W. B. A program for civilian mental health.** *Ment. Hyg. Bull. Mich. Soc. ment. Hyg.*, 1941, **2,** Sept.–Oct., 1–7.

3115. **Minski, L. Psychological reactions to injury.** *Proc. R. Soc. Med.*, 1942, **35,** 195–199.—Over-emphasis by surgeons, nurses, and friends of the purely physical problem of deformity introduces morbid psychological factors. Children, for example, develop aggressiveness, temper tantrums, day-dreaming, stealing, etc. The degree of adjustment which the patient makes after discharge from the hospital is dependent upon a number of factors. A younger individual usually adjusts more rapidly, providing the environment is favorable and the patient is properly handled.—*J. E. Zerga* (U. S. Employment Service).

3116. **Moore, M. Can the mental hygiene movement prevent neurosis?** *Virginia med. Mon.*, 1942, **69,** 118–126.—This is a general review of the mental hygiene of childhood, youth, and middle age. The most important subject for mental hygienists at present is the consideration of aggression, personal and social. Properly handled, it might mean the salvation of the world.—*M. E. Morse* (Baltimore, Md.).

3117. **Moskowitz, H. Psychiatric factors in speech correction.** *Quart. J. Speech*, 1941, **27,** 537–541.—Stuttering is regarded as a manifestation of an anxiety neurosis. Brief summaries of cases are cited to illustrate conflicts revealed by stutterers. Certain vocal defects, such as infantilism, speech changes due to psychosexual defects, and hoarseness, come to the attention of the psychiatrist and respond to psychoanalytic treatment.—*W. H. Wilke* (New York University).

3118. **Moulton, R. A psychosomatic study of anorexia nervosa including the use of vaginal smears.** *Psychosom. Med.*, 1942, **4,** 62–74.—"Anorexia nervosa is discussed as a psychosomatic entity in which fantasies of oral impregnation are dramatized through starvation, vomiting and amenorrhea." 4 cases of adolescents are presented. Because of the resistance of patients and parental neuroticism, prolonged psychotherapy and hospitalization will be more effective than thyroid, anterior pituitary hormone, or insulin medication. The gratification of infantile cravings for attention and oral dependence may contribute to the reported good results with constant nursing care, bed rest, and small frequent feedings.—*P. S. de Q. Cabot* (Simmons).

3119. **Murphy, W. F. Narcolepsy; a review and presentation of seven cases.** *Amer. J. Psychiat.*, 1941, **98,** 334–339.—"Narcolepsy is a borderline syndrome common to cases of both functional and organic brain disease. The pathogenesis is the same in both cases and consists of the release of a primitive type of sleep mechanism. Narcoleptic sleep is indistinguishable in appearance and electroencephalographically from normal sleep."—*R. Goldman* (Boston Psychopathic Hospital).

3120. **Palmer, H. D., & Jardon, F. J. Hereditary patterns in involutional melancholia.** *Arch. Neurol. Psychiat., Chicago*, 1941, **46,** 740.—Abstract.

3121. **Passin, J. Mental symptoms following surgical procedures.** *Arch. Neurol. Psychiat., Chicago*, 1941, **46,** 536–537.—Abstract.

3122. **Patton, R. A., Karn, H. W., & King, C. G. Studies on the nutritional basis of abnormal behavior in albino rats. II. Further analysis of the effects of inanition and vitamin B_1 on convulsive seizures.** *J. comp. Psychol.*, 1942, **33,** 253–258.—"Groups of albino rats with known, quantitatively controlled histories of dietary deficiencies were

tested for sound-induced seizures during periods of complete food deprivation, during partial inanition induced by moderate vitamin restriction, and during partial inanition brought about by restriction of the total food intake to about 35 per cent of normal. When there was complete food deprivation, an overall decline in sensitivity was evident in all groups through a 72-hour period, but there were intermediate peaks in the incidence rates. Following a period of severe inanition, an initial increase in sensitivity appeared after providing food. This condition persisted in a group of animals fed *ad lib* on a diet deficient in vitamin B_1 but disappeared when a generous vitamin B_1 supplement was added to the diet. . . . The results demonstrate that full protection against sound-induced seizures, within the experimental range tested, is afforded by a diet that is adequate in quality and quantity."—*K. F. Muenzinger* (Colorado).

3123. **Peixoto, A. Paranoia; breve ensayo de síntesis psicológica.** (Paranoia; a brief essay of psychological synthesis.) *Rev. Psiquiat. Crim., B. Aires*, 1941, **6**, 393–408.—Vanity is part of a continuum which extends from normal pride, through incipient delirium, to ideas of grandeur and persecution. Timidity may be caused by fear that vanity will be pricked. There is presented a discussion of vanity in historic figures, such as Napoleon compensating for a large stomach by placing his hand in his waistcoat, or Louis XIV wearing a wig to hide a wen. A peculiar point on the vanity continuum is collective paranoia, which may pervade an entire culture.—*E. S. Primoff* (U. S. Employment Service).

3124. **Penrose, L. S. Auxiliary genes for determining sex as contributory causes of mental illness.** *J. ment. Sci.*, 1942, **88**, 308–316.—Family histories of 1000 patients in the Ontario Hospital were analyzed. It was found that male patients are more likely to have close male relatives with mental illness than female close relatives. The converse appears true for female patients. It is suggested that auxiliary genes which play a part in sex determination in man are contributory causes of mental illness.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

3125. **Perrusi, L. C. El factor emocional en la etiopatogenia de la enfermedad de Basedow.** (The emotional factor in the pathogenesis of Basedow's disease.) Buenos Aires: El Ateneo, 1939. Pp. 190.—[Abstracted review; original not seen.] On the basis of psychoanalytic studies psychic trauma was found to be responsible for the initiation of hyperthyroidism in 24 selected patients. The author believes hyperactivity of the thyroid gland results from the stimulation of the sympathetic nervous system by emotional factors and that most cases occur in predisposed persons.—*P. S. de Q. Cabot* (Simmons).

3126. **Pisenti, G. [Possible relation between schizophrenia and military life.]** *G. Med. milit.*, 1940, **88**, 679 ff.

3127. **Porter, W. C. The military psychiatrist at work.** *Amer. J. Psychiat.*, 1941, **98**, 317–323.—*R. Goldman* (Boston Psychopathic Hospital).

3128. **Porter, W. C. Mental hygiene and the army.** *Ment. Hyg. Bull. Mich. Soc. ment. Hyg.*, 1941, **2**, Nov.-Dec., 9–11.

3129. **Rapoport, J. Therapeutic process in a case of childhood schizophrenia.** *Nerv. Child*, 1942, 1, 188–198.—This paper describes an 11-year old boy who was studied because of an absolute refusal to eat. Employing a play technique similar to Melanie Klein's, the meaning of the patient's symbolism was made intelligible, therapeutic contact established, and an insight into the child's problem gained. The theory of symbol formation is discussed in relation to the behavior observed.—*G. S. Speer* (Central YMCA College).

3130. **Reynolds, C. L. Organization of psychiatric service in a naval hospital.** *Milit. Surg.*, 1942, **90**, 386–390.—Reynolds describes the neuropsychiatric service at the U. S. Marine Corps Training Station at Parris Island, S. C., and gives a verbatim report of a 2-minute preliminary examination which allows an estimation of the recruit's intelligence, work pattern (criterion of stability), and neurological organization. Of 6832 men accepted by recruiting officers before arrival at the station, 1.3% had to be discharged for neuropsychiatric disorders. The chief causes for rejection were: mental deficiency, 36.7%; epilepsy, 6.6%; constitutional psychopathy, 13.3%; psychoneuroses, 23.4%; psychoses, 15%.—*M. E. Morse* (Baltimore, Md.).

3131. **Rosenzweig, S., & Freeman, H. A "blind test" of sex-hormone potency in schizophrenic patients.** *Psychosom. Med.*, 1942, **4**, 159–165.—An experiment with 20 schizophrenic patients, divided into experimental and control groups, to determine the effectiveness of sex hormone medication is reported. Results indicate "that synthetic hormone medication has a discernible effect on schizophrenic patients and that this effect is predictable either on the basis of psychiatric interviews of a general kind or on the basis of the photoscope test (see XVI: 3175)."—*P. S. de Q. Cabot* (Simmons).

3132. **Rothschild, D. The clinical differentiation of senile and arteriosclerotic psychoses.** *Amer. J. Psychiat.*, 1941, **98**, 324–333.—"Senile psychoses tend to occur at a later age and are apt to last longer than arteriosclerotic psychoses." Intellectual impairment was more pronounced in senile conditions.—*R. Goldman* (Boston Psychopathic Hospital).

3133. **Ryle, J. A. Nosophobia.** *Guy's Hosp. Gaz.*, 1941, **55**, 76–82.—Nosophobia may take the form of unreasoning fear of a certain disease, especially in the neurotic or psychotic. It may be engendered by unexplained symptoms, erroneous medical diagnosis, or failure of the physician to reassure the patient. It is more prevalent among the educated than among the unlettered.—*E. S. Primoff* (U. S. Employment Service).

3134. **Saarnio, L. [War neuroses.]** *Nord. Medicin*, 1941, **9**, 507 ff.

3135. **Sawin, P. B., Anders, M. V., & Johnson, R. B. "Ataxia," a hereditary nervous disorder of the rabbit.** *Proc. nat. Acad. Sci., Wash.*, 1942, **28,** 123–127.—A progressive locomotor incoordination, resembling a spastic paralysis, has been observed in 41 sexually immature chinchilla rabbits. The "ataxic" condition, apparent after 5 or more generations of inbreeding, is noticed on an average of 72.9 days after birth and is accompanied by appetitive, reflexive, tonic, respiratory, and temperature changes, eventuating in death 5–27 days after onset. Preliminary histological examinations have indicated lesions in the region of the vestibular nuclei. It is believed that the ataxia is a degenerative one involving the extra-pyramidal system. Controlled breeding experiments suggest that this ataxia (1) is the result of a gene mutation; (2) is a simple Mendelian trait recessive and semi-lethal in character; (3) is readily eliminated or can be transmitted to untainted stock; (4) provides a basis for the study of functional and organic conditions closely paralleling certain human degenerations.—*L. A. Pennington* (Illinois).

3136. **Schapiro, B. Modern concepts of the problem of impotence.** *Med. Rec., N. Y.*, 1942, **155,** 280–282.—A general discussion is given of impotence, and the following categories of causes are listed: gonadal injuries, changes, or mal-development; psychological factors of fear, distrust, etc.; diseases of the central or peripheral nervous system or accessory structures; and factors of general physical exhaustion and weakness. Treatment must be critically directed toward underlying factors.—*M. H. Erickson* (Eloise Hospital).

3137. **Schilder, P. The sociological implications of neuroses.** *J. soc. Psychol.*, 1942, **15,** 3–21.—The economic setting of a culture has importance in certain forms of neurosis (especially the compensation neurosis), although these factors are not fundamental. The basic structure of the neuroses is similar in the various white races; in more primitive societies hysterical conditions of a certain type prevail. Hereditary factors probably give dynamic value to the psychological conflicts underlying the neuroses, conflicts "basically dependent on small sociological units in which the child gets love and protection, the family in its widest sense."—*F. W. Finger* (Virginia).

3138. **Seguin, C. A. Psicogenia e histeria.** (Psychogenics and hysteria.) *Rev. Neuro-Psiquiat., Lima*, 1941, **4,** 591.—Abstract.

3139. **Sprague, G. E. The enlarging field of present-day psychiatry.** *Dis. nerv. Syst.*, 1942, **3,** 102–110.—After a review of the adolescent period of psychiatry, the author discusses its present-day mature activities under 8 major fields of effort: problems of school adjustment, problems of intellectual level, special capacities and disabilities, emotional balance and personality adjustment, mental hygiene, social and recreational adjustment, problems of the psychoses, and finally, the effects of physical maladjustments. Psychiatry is now intimately associated with not only all branches of medicine, but with nearly every aspect of modern civilized life.—*C. E. Henry* (Western Reserve).

3140. **Sprague, G. S. Psychopathology of psychopathic personalities.** *Arch. Neurol. Psychiat., Chicago*, 1941, **46,** 732–733.—Abstract.

3141. **Strecker, E. A. Involutional melancholia.** *N. Y. St. J. Med.*, 1942, **42,** 530–534.—Strecker discusses the mental hazards due to life chronology, with special reference to the male and female climacteric. "The armor of the psyche wears thin" with dangerous exposure and encroachment of intrinsic and extrinsic liabilities. The perfectionalist is particularly vulnerable. The personality cannot stand up under the superego and may give up the fight. Even within the normal range, jealousy, rapidly shifting emotions, mild depression, impulsions, irritability, and hypochondriacal sensations are not unusual. Something may be accomplished by prophylactic mental hygiene, but actually civilization has introduced so many conflicting factors, personal and social, into this period that the term "natural" must be used with reservation. The hopeful side is that the period of greatest maturity may last for a considerable time before decline sets in. The symptomatology, course, prognosis, and treatment of involutional melancholia are considered. The grandiose element in the self-accusations is usually overlooked. The majority of the patients are accessible only to simple psychotherapy.—*M. E. Morse* (Baltimore, Md.).

3142. **Strecker, E. A., & Appel, K. E. Psychiatry—society—survival.** *Amer. J. Econ. Sociol.*, 1942, **1,** 193–199.—The lessons of the psychiatrist from individual cases are applied to the problems of society. The mental health of a society depends upon the mental health of its members. An individual's health in a society derives from the capacity to use his abilities with interest and satisfaction. A fairy-godmother type of government cannot produce such individuals; mental health cannot be voted, it must be acquired through practice and development. The attitude of the world-owes-me-a-living is considered a symptom of mental disease, while living to aid society is a sign of mental health. —*R. L. Solomon* (Brown).

3143. **Suciu, A. Turburările de vorbire la copil şi răspîndirea lor printre şcolarii din Cluj.** (Speech disturbances in the child and their distribution among the school children in Cluj.) *Rev. Psihol.*, 1940, **3,** 41–63.—[Abstracted review; original not seen.] Among 4613 children 106 cases with speech disturbances were found. Data were analyzed according to sex, nationality, age, and nature of disturbance. The correlation between speech disturbance and school performance was determined. The study of stutterers is particularly difficult because they are usually incapable of introspection. —*S. M. Strong* (Minnesota).

3144. **Thompson, C. The relation of the medical man to the neurotic patient.** *Med. Rec., N. Y.*, 1942, **155,** 277–280.—The need for the medical man

to recognize neurotic patients as such and to treat them in terms of their personality needs rather than in terms of simple reassurance, placebos, or a reduction of their complaints to organic terms is discussed, and the importance of the medical man's personal attitude of understanding toward the patient in any effective handling of such patients is stressed.—*M. H. Erickson* (Eloise Hospital).

3145. **Thompson, R. The depressive phase of manic-depressive insanity.** *Ulster med. J.*, 1941, **10,** 29–39.—Before their illnesses, melancholics are more conscientious and less morose than schizophrenics. Schizophrenia involves apathy rather than depression. Assurance as to recovery is valuable in treatment; probing into the past leads to unhealthy emphasis of the intimate details of the subject's life. Recovery may require 7 years or longer, but usually occurs between the third and seventh month. —*E. S. Primoff* (U. S. Employment Service).

3146. **Tramer, M. Diary of a psychotic child.** (Trans. & ed. by H. Bruch & F. Cottington.) *Nerv. Child*, 1942, **1,** 232–249.—See IX: 3346, 4238, 5192, 5193, 5413; X: 447, 3242.—*G. S. Speer* (Central YMCA College).

3147. **Turnbull, H. H. Fear as a factor in disease.** *Med. J. Aust.*, 1941, **2,** 131–135.—Fatigue and related symptoms are often falsely interpreted as being signs of high blood pressure or uric acid excess. Cardiac neuroses often arise when a physician fails to make a patient confident that the heart is well before leaving bed. Wartime, with its inventions, leads authorities to spread the notion that all who suffer certain influences will inevitably show after-effects. Since the number of possible symptoms in all diseases is limited, people imagine serious complaints without basis.—*E. S. Primoff* (U. S. Employment Service).

3148. **Vallejo Nagera, A.** [**War psychoses.**] *Sem. med. esp.*, 1941, **4,** 198, 226, 292, 314.

3149. **Vela, L., & Núñez, E. Valoración de los trastornos psíquicos tardíos en los traumatismos de cráneo.** (Evaluation of delayed psychological disorders in cranial injury.) *Rev. esp. Med. Cir. Guerra*, 1941, **7,** 199–212.—The jurist and the physician must consider the anterior state of the patient, in assessing the effect of traumatic injury. Two typical cases of delayed disorder following war injury are presented. One case shows what the injury may do to a normal personality; the second case shows what "the psychopathic personality can do with a head fracture." It is only the second case which appears to afford a picture of true neurosis.—*E. S. Primoff* (U. S. Employment Service).

3150. **Vié, J., Fail, G., & Opolon, —. Chômage et psychopathie.** (Unemployment and psychopathy.) *Bull. Acad. Méd., Paris*, 1940, **123,** 624–631.—From their experiences in mental hospitals the authors conclude that chronic unemployment usually reflects a developing psychosis or progressive or permanent mental insufficiency. The interval between leaving work and commitment may be several years, during which period the chronic insane degenerate mentally and socially if left to themselves. Manic-depressives usually work up to the time of commitment, but after several attacks they become unemployable due to indifference, self-justification, and permanent emotional instability. Unemployment allows psychopaths to follow bizarre existences, often guided by psychotic aims. The educated may take up scattered intellectual pursuits. The downward steps in unemployment are the initial psychic trauma, which may produce a depressive or aggressive reaction; social devaluation and family maladaptation; and the disintegrating effects of idleness, evidenced by hypochondriasis, alcoholism, progressive vocational degradation, parasitism, and "resolute idleness." Many of the unemployed have physical and mental conditions which could be benefited by medical care, but unemployment benefits allow them to exist on a low level while the conditions are becoming aggravated. The physical and mental state of persons receiving unemployment compensation should be investigated.—*M. E. Morse* (Baltimore, Md.).

3151. **Waters, J. P. F. Psychology and our national life.** *Cath. med. Guard.*, 1941, **18,** 37–44.—Psychasthenia is said to be the most common mental disorder in Ireland, where it is found in greater proportion than elsewhere. The basis of this disorder is attributed to faulty psychological synthesis, doubt, hesitancy, and inability to face and surmount difficulties. It is suggested that a reform of social and economic institutions and a closer attention to papal admonition will lead to improvement in education and thence to better developed personality.—*E. S. Primoff* (U. S. Employment Service).

3152. **Watson, D. L. Selecting mechanism as a concept for psychiatry.** *Psychiatry*, 1942, **5,** 35–47.—The author continues his discussion of a selecting mechanism in social and mental organization (see XVI: 288) as an important concept in psychiatry, constituting a generalization of the Freudian concept of the censor but inclusive of many more censor-like functions than the Freudian term. He develops his discussion under the topical headings of: (1) the growth of the self, elaborating especially upon H. S. Sullivan's statements "a selecting and organizing factor determines what part of these observed judgments of one's personal value . . . shall be incorporated into the self;" (2) on illusory personalities, describing the frequently recurring type of interpersonal relations between two parties in which three or more persons are actually at work—the additional factors being illusory constructions by the real participants; (3) conceptual and institutional selecting mechanisms, exemplified by the specialized conceptions formulated by each school of psychotherapy; and (4) cultural bias as a selecting mechanism, which determines significantly that which may or may not be utilized by the individual.—*M. H. Erickson* (Eloise Hospital).

3153. **Wespi, H. Schizophrenie bei eineiigen Zwillingen; kasuistischer Bericht zum Problem "endogen-exogen" in der Schizophrenieforschung.**

(Schizophrenia in identical twins; a casuistic report on the problem "endogenous-exogenous" in schizophrenia research.) *Schweiz. Arch. Neurol. Psychiat.*, 1941, **48**, 110–128.—Identical twin sisters, whose family showed probable schizophrenia in the 3 ascending generations, both developed schizophrenia, with different symptomatology, during involution. As an exogenous factor, one sister had had an acute catatonic attack after Roentgen castration, with recovery.—*M. E. Morse* (Baltimore, Md.).

3154. **Wilson, H. Mental reaction to air-raids.** *Lancet*, 1942, **242**, 284–287.—"Of 134 cases of acute emotional reaction to air-raids admitted to a first-aid post in an area housing a highly emotional population only 6 returned for subsequent treatment. Even if half were evacuated, the stability of the others is remarkable. Full psychiatric examination of another 63 psychiatric patients attending hospital for subacute symptoms due to air-raid stress was compared with that of 102 controls from the surgical out-patient department. Psychopathic traits were 2½ times as common in the psychiatric patients as in the controls, and the controls were far more conscious of the fear excited by aerial bombardment than the psychiatric patients. Shelterphobia was present in 15 of the 102 controls. The admission and acceptance of fear is a safeguard against breakdown in conditions of acute stress. This has a bearing on the selection of candidates for the civilian defense services, and a short psychiatric examination might eliminate a large proportion of unstable volunteers. In the defense services themselves methods of enhancing group-unity, and an admission of the strains and fears around would be likely to increase individual and corporate stability."—*C. K. Trueblood* (Cambridge, Mass.).

3155. **Youngman, N. V. The psychiatric examination of recruits.** *Med. J. Aust.*, 1942, No. 10, 283–287.—The Australian Imperial Force administers a psychological questionnaire to all recruits to sift out the psychopathic material. Typical questions are: (4) At what age did you leave school? (5) Were you worried by examinations? (19) Do you ever get any of these symptoms: eye trouble, palpitation, shortness of breath, indigestion, stomach ache, headache, dizziness, rheumatism, backache, shakiness, weak and tired feelings? (20) What is your memory like? (36) Are you interested in racing? The results of testing 911 men are reported. Their scores were found normally distributed and ranked in 7 categories from very superior to very inferior. The IQ's for the high average group were 106–115; average, 96–105; low average, 86–95.—*J. E. Zerga* (U. S. Employment Service).

3156. **Zilboorg, G. Ambulatory schizophrenia.** *Arch. Neurol. Psychiat., Chicago*, 1941, **46**, 738.—Abstract.

[See also abstracts 2949, 2963, 2967, 2968, 2970, 2971, 2974, 2978, 3007, 3010, 3026, 3038, 3066, 3161, 3175, 3212, 3229, 3232, 3247, 3249, 3259, 3321, 3324, 3330, 3351.]

PERSONALITY AND CHARACTER

3157. **Barbu, Z. Contribuțiuni la psihologia onestității.** (Contributions to the psychology of honesty.) Cluj: Editura Institutului de Psihologie al Universității, 1940. Pp. vi + 105. Lei 100.—[Abstracted review; original not seen.] Whereas May and Hartshorne consider honesty as dependent on specific situations, the view held here is that it is a general function of character. 10 tests of honesty, in which total situations were presented, were given to 250 students, 14 years old. A higher median correlation was obtained than by May and Hartshorne. Factor analysis revealed a general factor of honesty. Urban children were more honest than rural. In the city, children of middle and lower-class parents tended to be more honest than those of upper-class parents.—*S. M. Strong* (Minnesota).

3158. **Carlson, H. B., & Harrell, W. An analysis of *Life's* "Ablest congressman" poll.** *J. soc. Psychol.*, 1942, **15**, 153–158.—This is a statistical analysis of the ratings by Washington newspapermen of outstanding congressmen, published in the magazine *Life* (March 20, 1939). Factor analysis reveals that the ratings in the 4 qualities (integrity, intelligence, industry, and influence) might be broken down into 3 factors, tentatively designated as aggressiveness, intellectual fortitude, and popularity. It would appear that "in the minds of these correspondents a congressman's influence is not at all related to his intellectual fortitude."—*F. W. Finger* (Virginia).

3159. **Cavanaugh, J. O. The relation of recreation to personality adjustment.** *J. soc. Psychol.*, 1942, **15**, 63–74.—In a study of 362 college students, it was found that emotionally well-adjusted individuals tended to participate in more recreational activities than did less well-adjusted students. Intelligence scores seemed to bear some relation to interest and membership in recreational activities. Little relationship was found between sociability scores on the Bernreuter F2-S scale and number of activities participated in.—*F. W. Finger* (Virginia).

3160. **Disher, D. R. Regional differences in masculinity-femininity responses.** *J. soc. Psychol.*, 1942, **15**, 53–61.—The students of certain Florida school populations, both male and female, rate more feminine on the Terman-Miles Attitude Interest Analysis Test than do western school populations. Northern born of northern born parents are more masculine than are Florida born of Florida born parentage; longer periods of Florida influence are increasingly feminizing. "The most outstanding regional differences, according to this test, center around emotional and ethical reactions and interests."—*F. W. Finger* (Virginia).

3161. **Funkhouser, J. B., & Kelley, D. M. The Rorschach ink-blot method.** *Virginia med. Mon.*, 1942, **69**, 139–144.—This is a description of the test and its interpretation for persons unfamiliar with it. The authors consider that the technic is far less susceptible than the Bernreuter scale to variation

due to the subject's conscious attempts to distort. The fact that it is almost impossible even for persons familiar with the scoring to give a false impression on the test may be very important for forensic psychiatry, particularly in damage claims for organic brain injury. The test may also be valuable for rapid detection of neurosis in draftees.—*M. E. Morse* (Baltimore, Md.).

3162. **Gallagher, J. R., Gibbs, E. L., & Gibbs, F. A. Relation between the electrical activity of the cortex and the personality in adolescent boys.** *Psychosom. Med.*, 1942, **4**, 134–139.—200 14 and 15 year old boys of superior economic class and selected at random from a New England preparatory school served as subjects. Their personalities were classified as poor, average, and good. "As in clinical cases, there was no one-to-one relationship between the electrical activity of the cortex and the individual's behavior and no rigid relationship could be demonstrated between personality and the electrical activity of the cortex."—*P. S. de Q. Cabot* (Simmons).

3163. **Gilmore, H. W. The beggar.** Chapel Hill: University of North Carolina Press, 1940. Pp. xv + 252. $2.50.—[Abstracted review; original not seen.] This book contains an historical account of begging in our society, discussion of techniques of begging, illustrative sketches of the life of beggars, and a discussion of why people give money to beggars. Begging cannot be understood apart from the cultural structure in which it is found.—*L. M. Hanks, Jr.* (Illinois).

3164. **Hamill, R. C. Speech as a pattern of behavior.** *Arch. Neurol. Psychiat., Chicago*, 1941, **46**, 543–544.—Abstract.

3165. **Hamilton, J. A. Psychophysiology of blood pressure. I. Personality and behavior ratings.** *Psychosom. Med.*, 1942, **4**, 125–133.—The personality and behavior characteristics of 102 college male individuals with moderately elevated blood pressure were obtained by means of rating scales, a life history questionnaire, self-ratings, and ratings by associates. These subjects tended toward less physical and social activity and to be less dominant and self-assertive than the control group with low blood pressure. No evidence supported the contention that those with elevated blood pressure were neurotic or unstable.—*P. S. de Q. Cabot* (Simmons).

3166. **Hampton, P. Objections of a group of grocers to taking the Bernreuter *Personality Inventory*.** *J. soc. Psychol.*, 1942, **15**, 159–161.—In administering the Bernreuter test to some 700 retail grocers, the investigator encountered resistance to ready cooperation in one third of his subjects. The reasons for objecting included fear of becoming obligated financially, lack of time, doubt as to educational fitness, hesitation to reveal personal matters, and language difficulty. These obstructions may in some instances be overcome, but the time required makes the inventory unsatisfactory for group testing in business and industry.—*F. W. Finger* (Virginia).

3167. **Hilgard, E. R. The laboratory approach to problems of human motivation and personality.** *Amer. Scientist*, 1942, **30**, 137–148.—Now that it has been demonstrated that laboratory experiments are applicable to certain psychological fields, we face the necessity of broadening the application of our scientific techniques. In certain instances, the laboratory method can be applied to personal and social problems; it is further imperative that psychologists "take their tools and methods out where life is lived." Only thus can they win "society's support by contributing to the solution of pressing problems."—*F. W. Finger* (Virginia).

3168. **Kahn, B. I. Some endocrine aspects of personality.** *Nav. med. Bull., Wash.*, 1942, **40**, 330–339.—Any defect of personality, inherited or recently acquired, necessitates a study of the endocrine balance of the individual. Should a flyer become nervous and tense, complain of insomnia and psychomotor tension, and there is evidence of an inherited neurotic family, an alert flight surgeon will make every effort to discover if this condition results from maladjusted endocrines or is a result of hereditary structural and physiological weakness of the nervous system.—*J. E. Zerga* (U. S. Employment Service).

3169. **Karpman, B. Neurotic traits of Jonathan Swift as revealed by "Gulliver's Travels."** *Psychoanal. Rev.*, 1942, **29**, 26–45; 165–184.—Insofar as a literary work is an expression of personality through emotional catharsis, psychoanalytical studies of the writer may be made with the admitted disadvantage of dealing with unverifiable material, Psychosexual infantilism, particularly coprophilia, are evident in recurring references to excretory functions in Swift's *Gulliver's Travels*. Passages from an unexpurgated edition are cited as evidence of Swift's neurotic tendencies.—*G. Brighouse* (Occidental).

3170. **Klopfer, B., & Kelley, D. M. The Rorschach technique.** Yonkers-on-Hudson: World Book, 1942. Pp. x + 436. $3.60.—This volume is a systematic manual for the Rorschach technique of personality diagnosis. Part I discusses the history of the method and the principal methodological problems involved with its use and development. Part II gives a thorough explanation of the technique of administration and the problems of scoring various types of responses. Interpretation is discussed in Part III under 4 headings: general interpretation problems, general personality structure, intellectual aspects of personality, and emotional aspects of personality. As an appendix to Part III a sample case is presented and analyzed in detail. Part IV is a clinical section dealing with the method as a psychiatric adjunct in the clinical differential diagnosis of intracranial organic pathology, dementia praecox, mental deficiency, convulsive states, psychoneuroses, and depressive states. A sample record blank for tabulating and scoring responses is included. Bibliography of 370 titles and subject index of 6 pages. Introduction by N. D. C. Lewis.—*E. M. L. Burchard* (Temple).

3171. **McQuitty, L. L. Conditions affecting the validity of personality inventories: I–III.** *J. soc. Psychol.*, 1942, **15**, 33–52.—Personality inventories differ from intelligence tests: in directions, which may make for less motivation toward accuracy in answering the inventory questions; in scoring, which implies that the inventory items are "evaluated as symptoms of a relatively static organization;" in the patterns of item intercorrelations; in the control of item selection, the control in selecting intelligence test questions being more effective. Proposals for reducing these differences are presented. The following principles are suggested. "(a) Select personality questions involving only content which has been at all times and in all respects most equally presented to all subjects; (b) select questions of such a nature that answers given by a subject at one age can be used to predict his answers to the same or other questions at other ages; (c) limit the inventories to individuals of similar social background; and (d) begin the search for valid inventories by first working with adults rather than children."—*F. W. Finger* (Virginia).

3172. **Mehlich, R. Os tipos na doutrina psicológica de C. G. Jung.** (Types in C. G. Jung's psychological system.) *Rev. Neurol. Psiquiat. S. Paulo*, 1942, **8**, 26.—Abstract.

3173. **Meili, R. Zur Kritik des Typenbegriffes.** (A criticism of the concept of type.) *Schweiz. Arch. Neurol. Psychiat.*, 1941, **48**, 71–82.—The concept of type is losing itself in impassible bypaths and no longer leads to fruitful investigation. If a trait shows a normal distribution, the concept of type is inapplicable. Study of correlations among traits leads to the concept of factor as the basic independent quality and principle of classification. Types are purely descriptive constructs inaccessible to scientific treatment. Scientific investigation must turn to those basic characteristics which connect other qualities and resemble the axes of a pluridimensional system of coördinates, in which every individual has his definite place. This viewpoint is compatible with the unitary nature of personality. The conditions of a process may be independent although the process itself is unitary.—*M. E. Morse* (Baltimore, Md.).

3174. **Morhardt, P. E. Nouvelle méthode d'examen mental: le psycho-diagnostic de Rorschach.** (The psychodiagnosis of Rorschach: a new method of mental examination.) *Pr. méd.*, 1941, **49**, 30–32.—Morhardt gives the history of the test and describes the method of application and significance of results. The test is valuable in normal as well as abnormal psychology and, in general, in any situation requiring an objective control of the total judgment of a person.—*M. E. Morse* (Baltimore, Md.).

3175. **Rosenzweig, S. The photoscope as an objective device for evaluating sexual interest.** *Psychosom. Med.*, 1942, **4**, 150–158.—An objective device for evaluating sexual interest and its use are described. An experiment with 20 schizophrenes yielded sufficiently reliable results to warrant the use of the pictures constituting the test, especially in conjunction with other similar measures such as sex hormone experimentation.—*P. S. de Q. Cabot* (Simmons).

3176. **Shaffer, J. Pleasant and unpleasant memory recall as related to the Bernreuter Personality Inventory.** *Penn. St. Coll. Stud. Educ.*, 1942, No. 24, 57.—Abstract.

3177. **Swenson, H. J. The relationship of participation in sports to certain traits of personality.** *Penn. St. Coll. Stud. Educ.*, 1942, No. 24 58.—Abstract.

3178. **Thompson, L. J. Attitudes of primiparae as observed in a prenatal clinic.** *Ment. Hyg., N. Y.*, 1942, **26**, 243–256.—Attitudes of 100 women expecting their first child as revealed in psychiatric interview are discussed.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

3179. **Tubbs, W. R. A study of the interrelationship between the Adams-Lepley Form D and the Bernreuter Personality Inventory.** *Penn. St. Coll. Stud. Educ.*, 1942, No. 24, 59.—Abstract.

3180. **Veit, R. Do valor diagnóstico do "test" de Rorschach.** (The diagnostic value of Rorschach's test.) *Rev. Neurol. Psiquiat. S. Paulo*, 1942, **8**, 24.—Abstract.

[See also abstracts 2960, 2981, 3009, 3021, 3155, 3187, 3204, 3210.]

GENERAL SOCIAL PROCESSES

(incl. Esthetics)

3181. **Allport, F. H. Methods in the study of collective action phenomena.** *J. soc. Psychol.*, 1942, **15**, 165–185.—The social psychologist studies the actual daily contacts and inter-relations of individuals both for the sake of discovering principles of nature and with the goal of helping in the solution of man's common problems. The failure either to discover laws or to move toward a more satisfactory system of collective action indicates the need for revision of the methodology of social study. The current approaches (societal and collective agent, cultural, field-theory, and frame of reference) have made certain contributions, but many generalizations and assumptions evolving from their use are unsound and misleading. The interactional character of collective behavior has been rightfully stressed, but the collective behavior must be reduced to statements of observable individual behavior: descriptions must be "in terms of the hard, cold facts of explicit things and their action."—*F. W. Finger* (Virginia).

3182. **[Anon.] Gallup and *Fortune* polls.** *Publ. Opin. Quart.*, 1942, **6**, 140–174.—A compilation of AIPO and *Fortune* poll results from October through December, 1941.—*H. F. Roth* (Minnesota).

3183. **Bailey, F. C. Navaho motor habits.** *Amer. Anthrop.*, 1942, **44**, 210–234.—This is a catalogue of overt movements including personal habits, e.g. movements in combing hair; social habits, e.g. gesture of appreciation; ceremonial habits, e.g. shaking

rattle; work habits, e.g. kneading bread; game habits, e.g. string figures. Brief mention is made of methods of transmitting these habits from generation to generation and of left-handedness.—*L. M. Hanks, Jr.* (Illinois).

3184. **Barkley, K. L. Relative influence of commercial and liberal arts curricula upon changes in students' attitudes.** *J. soc. Psychol.*, 1942, **15**, 129–144.—Attitudes regarding the Negro, the U. S. constitution, evolution, war, law, God, and the church, were measured in a liberal arts group and a commercial studies group, before and after the first year in college. The changes that did take place (attitudes toward war, law, and the constitution) were essentially the same in the 2 groups, and so were probably the result of the operation of factors "other than those curricular in nature."—*F. W. Finger* (Virginia).

3185. **Breemes, E. L., Remmers, H. H., & Morgan, C. L. Changes in liberalism-conservatism of college students since the depression.** *J. soc. Psychol.*, 1941, **14**, 99–107.—The Harper Social Study Scale was given to 128 women and 102 men at Purdue University, and the results of the questionnaire were compared with previous data from corresponding groups. Considerably more liberalism was expressed in 1939 than in 1931, with no sex difference apparent. Liberalism correlated positively with ACE psychological scores ($.30 \pm .06$) and with Otis IQ values ($.33 \pm .06$). No clear relationship was found between the liberalism scores and Iowa comprehension or Wrenn's inventory scores.—*F. W. Finger* (Virginia).

3186. **Bryan, A. I. Grades, intelligence and personality of art school freshmen.** *J. educ. Psychol.*, 1942, **33**, 50–64.—1008 freshmen, 510 females and 498 males, comprising 4 successive classes entering an art school were given the ACE test, the Bernreuter Personality Inventory, and the Minnesota Paper Form Board. "Reliably high correlations were found between the total score and the subtests of the ACE battery and between the average art grades and the grades in the Design and Structural Representation courses. Positive, but for the most part low correlations were obtained between the ACE total score and the Minnesota Paper Form Board Test, the highest correlation being .36 for the Architecture students. The highest correlations between the Minnesota and the ACE subtests were found for the test on Spatial Relations, a coefficient of .55 for the Design group representing the greatest degree of relationship. . . . Correlations between grades in art courses and stability of personality as measured by the Bernreuter Inventory were . . . so low as to indicate little or no relationship. . . . Findings of this study suggest that success of freshmen students in . . . Art School depends upon creative abilities other than those measured by paper-and-pencil tests of intelligence and personality."—*J. W. Macmillan* (Maryland).

3187. **Burgess, E. W., Warner, W. L., Alexander, F., & Mead, M. Environment and education.** *Suppl. educ. Monogr.*, 1942, No. 54. Pp. vii + 66.—This symposium appearing in the Human Development Series, Vol. I, represents an interpretation of the effects of the social environment on human development through the methods of the several social sciences. The sociologist (Burgess) describes the nature of the modern urban environment and shows the personality changes occasioned by its impact upon the individual, together with the tendency toward desocialization. The social anthropologist (Warner) emphasizes the necessity for a clear understanding of social status as the factor which organizes social learning. The social structure of modern American communities and their control of human behavior are discussed. The psychiatrist (Alexander) surveys the operation of the intimate personal environment of the family. The second social anthropologist (Mead) argues the case for cultural influences in personality development as illustrated by studies of primitive, homogeneous and equilibrated societies. Finally, Alexander clarifies his principles in answer to the paper of Mead.—*R. C. Strassburger* (St. Joseph's College for Women).

3188. **Campbell, C. M. National morale.** *Ment. Hyg., N. Y.*, 1942, **26**, 177–194.—Factors conducive to morale are discussed.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

3189. **Castro, J. de. Fisiología dos tabús.** (Physiology of taboos.) (2nd ed.) Rio de Janeiro, 1941. Pp. 63.—[Abstracted review; original not seen.] An attempt is made to explain taboo responses in terms of conditioning of alimentary reflexes. The behavior consists of native Brazilian eating habits and prohibitions, and there is some question as to whether they constitute true taboos. —*H. D. Spoerl* (American International College).

3190. **Child, C. M. Social integration as a biological process.** *Amer. Nat.*, 1940, **74**, 389–397.—The same two groups of factors operate in the integration of both the biological organism and the social organization of such organisms: (1) Communication, which is the transmission of excitation, operates in the organism through the nervous system, and in the social organization through voice and hearing and vision. (2) Material production and exchange, or the integrating factors, operate in the organism through energy transformation and distribution, while in social organization they operate through commercial factors. An analogy is also drawn between autocratic physiological dominance within the organism, or escape from integrating control, and social autocracy. In higher organismic forms complete integration is considered to be parallel to democratic social organization. "Also, if evolution is a fact, the change in character of physiological dominance and integration from the autocratic toward the democratic type may perhaps make us a little hopeful regarding the future of mankind in the course of biological time."—*R. L. Solomon* (Brown).

3191. **Chircev, A. Atitudini sociale la studenti.** (Social attitudes among students.) *Rev. Psihol.*,

1940, **3**, 345–371.—[Abstracted review; original not seen.] The distribution of student attitudes towards the church, nationalism-internationalism, and tradition-progress was obtained by administering the social attitude tests developed by Margineanu, Draser, and Chircev to 800 students of different departments. The principal findings were that social attitudes are preponderantly influenced by the cultural and social setting and that the distribution follows more the tendency of homogeneity and similarity than that of polar differentiation.—*S. M. Strong* (Minnesota).

3192. **Crawford, M. P. Dominance and the behavior of pairs of female chimpanzees when they meet after varying intervals of separation.** *J. comp. Psychol.*, 1942, **33**, 259–265.—"Fifty-four pairs of female chimpanzees, which had been separated from each other for periods varying from five weeks to three years, were observed for the first ten to thirty minutes after they were introduced into the same living cage." The resulting observational data were analyzed "in terms of their value in predicting the results of food-dominance tests given to each pair shortly after the above observations were completed. The figures show that the animal which (1) enters the other animal's cage, (2) is groomed first by the other animal, and (3) attacks or bluffs the other animal is likely to prove dominant in the tests. Subordination is most reliably predicted from (1) retreating, (2) vocalization, and (3) grooming the other animal first. Great individual differences appeared between pairs of animals."—*K. F. Muenzinger* (Colorado).

3193. **Crawford, M. P. Dominance and social behavior, for chimpanzees, in a non-competitive situation.** *J. comp. Psychol.*, 1942, **33**, 267–277.—"Six female chimpanzees were observed for eight consecutive weeks as they lived in all possible pairings. Tests of dominance, by means of a food-competitive test, were made daily. Systematic observation of types of social and non-social behavior displayed in the living cages were made at intervals throughout the period. . . . The results showed that the frequency of grooming behavior was the only form of social or non-social behavior that was related to dominance. All the animals did more grooming of the other animal when subordinate than when dominant." Sexual behavior showed no relation to dominance.—*K. F. Muenzinger* (Colorado).

3194. **Dudycha, G. J. The attitude of college students toward war.** *J. soc. Psychol.*, 1942, **15**, 75–89.—Most students at Ripon College (the curriculum of which includes 2 years of compulsory ROTC) were found to be moderately or strongly opposed to war, with the women slightly the more strongly in opposition. Juniors electing advanced military training were slightly less opposed than the average student, but by the end of the senior year the difference in attitude between those taking and those not taking advanced training was negligible.—*F. W. Finger* (Virginia).

3195. **Eberhart, J. C., & Bauer, R. A. An analysis of the influences on recall of a controversial event: the *Chicago Tribune* and the Republic Steel strike.** *J. soc. Psychol.*, 1941, **14**, 211–228.—177 Northwestern University students were questioned about the strike at the Chicago plant of Republic Steel, 30 months after the event. They also supplied data concerning their sources of information and their attitudes toward labor. The *Tribune's* reporting of the incident seemed to have no unique effect on the recall of the incident. General agreement was found between recall of the affair, labor attitudes, and reported sources of information. Comparison of descriptions of strikes obtained from other universities indicated that a generalized set of stereotypes exists among students, concerning labor disputes.—*F. W. Finger* (Virginia).

3196. **Eisler, E. R. Technical problems of social work in relation to clinical psychoanalysis.** *Amer. J. Orthopsychiat.*, **12**, 1942, 191–202.—Many leaders in the social work field have endeavored to introduce into the very fabric of social case work the basic principles of psychiatry and psychoanalysis. To date there has been no well developed plan for the supervision of social workers who wish to apply their understanding of unconscious mechanisms to their clients' difficulties. The few reports of collaboration between psychoanalytically trained psychiatrists and social workers indicate that the techniques for this are gradually beginning to emerge.—*R. E. Perl* (Jewish Board of Guardians).

3197. **Fink, A. E. The field of social work.** New York: Henry Holt, 1942. Pp. x + 518. $3.00.—This is a non-technical presentation of the philosophy and practice of social work, intended for the student, the social worker, the layman, and the administrator. After a brief review of the development of social work, the various aspects of the field are outlined: family welfare work; child welfare services; the child guidance clinic; visiting teacher work; the court, probation, and parole; medical social work; public welfare; social group work; and community organization. The text is liberally illustrated by reference to case histories; a selected bibliography is provided for each chapter.—*F. W. Finger* (Virginia).

3198. **Flanagan, J. C. A study of factors determining family size in a selected professional group.** *Genet. Psychol. Monogr.*, 1942, **25**, 3–99.—427 officers in the U. S. Army Air Corps and 320 of their wives furnished the data for this study. "Whereas most of them indicate that they consider three or more children as the ideal number [a number differing little from the ideal number reported for relief families], the majority are planning two children or less themselves." Various physical and environmental factors were found causing deviation from the ideal: (1) age, with wives who married at ages greater than 27 remaining childless to a greater degree than the rest of the group; (2) wife's health; (3) general compatibility; (4) social factors, with wives marrying down in the social scale having fewer

children than those marrying up; (5) economic factors, as evidenced by the fact that "a significant increase in the number of fourth and later born children resulted from the offering of educational scholarships to such children born to regular United States Army Air Corps Officers during the calendar year 1940;" (6) hazards of military flying. The study "makes no pretense of untangling the complex matrix which includes the factors responsible for the determination of family size." 30-page tabular summary of responses for the various forms and schedules used.—*F. M. Teagarden* (Pittsburgh).

3199. **Gerr, S. Language and science; the rational, functional language of science and technology.** *Phil. Sci.*, 1942, **9**, 146–161.—In this article language is practically synonymous with symbolism in general. In this extended sense of the word it is inextricably interwoven with human though patterns and processes. Indeed, having developed a host of operational techniques and absorbed a multitude of viewpoints, everyday language has become, in effect, the collective mind and memory of society. Science, emphasizing the rational and factual elements of everyday language, gradually formulates a functional vocabulary, the best example of which is afforded by the symbols of mathematics. Scientific progress involves linguistic reformulation and systematic observation. The former is a constant stimulus and guide to the latter, while the latter perpetually necessitates the former. The history of science presents many examples of this interaction. Ideas can be expressed more precisely by nouns than by verbs; but science is served best by a coalescence of both in a single symbol. English has gone far in this direction, while Chinese has carried the movement farther than any other language.—*R. H. Dotterer* (Pennsylvania State College).

3200. **Gundlach, R. H. I. Science enters the theatre.** *Players Mag.*, 1941, **18**, No. 3, 6. The work with the experimental Washington State Theatre, which went on the road to play before high school audiences, is given as an example of the application of objective measurement to audiences and actors.—*R. H. Gundlach* (California).

3201. **Gundlach, R. H. II. The audience calls the tune.** *Players Mag.*, 1942, **18**, No. 4, 8.—11,000 high school students expressed in a completion questionnaire their reactions to a Shakespearian play they saw; how it compared with two preceding plays they may have seen; what they would like to see in the future. Age and sex differences are presented and discussed.—*R. H. Gundlach* (California).

3202. **Gundlach, R. H. III. Youngsters appraise plays.** *Players Mag.*, 1942, **18**, No. 5, 9–10.—A basis for analyzing plays in terms of action, personalities, situations, intellection, climaxes, and mood was worked out. 40 plays were evaluated and ranked by trained theater people. Students in 32 high school classes read and evaluated 3 or more plays from the list of 40. No close relation existed between the rank order of preference for students and the merits of the plays. The bases for the main agreements and disagreements are accounted for in terms of adolescent vs. adult knowledge, interest, and ideals.—*R. H. Gundlach* (California).

3203. **Harding, D. W. The impulse to dominate.** London: Allen & Unwin, 1941. Pp. 256. 7*s.* 6*d.*—[Abstracted review; original not seen.] Through social integration the divergent aims of individuals or communities become modified so that the newly emergent aim is more satisfying to both parties than the original. "The most important reforms—for the present purpose—are not those which aim at lifting the lowest classes to the economic, moral, and hygienic level of the stratum above them, but those which could apply to the life of people of all classes. . . . An integrative texture of society cannot be achieved unless some way is found of relieving all classes of their insecurities, of freeing them from the anxious conviction that happiness depends on keeping a sufficient number of people below them on the gradient of deference."—*D. Reed* (Brown).

3204. **Hartmann, G. W. Motivational differences between pacifists and non-pacifists.** *J. soc. Psychol.*, 1941, **14**, 197–210.—39 graduate students in psychology (primarily professional teachers) were asked in May of 1940 to justify their pacifism or non-pacifism. The answers are presented in part and analyzed in terms of the motivations expressed. The non-pacifist in general accepts pacifistic ideals, but rejects the instruments available for their practical application. He is on the whole more severe "in the demands he makes upon the world before he will consent to be active in it." The group differences are ascribed not so much to differences in external stimulation as to subtle personality factors which weigh some experiences in a different way than they do others.—*F. W. Finger* (Virginia).

3205. **Hill, G. W., & Smith, R. A. Man in the "cut-over."** *Res. Bull. Wis. agric. Exp. Sta.*, 1941, No. 139. Pp. 71.—This study of family-farm resources in northern Wisconsin reveals the importance of the family unit as it influences farm enterprise. It is shown how the limits imposed by natural resources can be changed through the efforts of the unified group.—*F. W. Finger* (Virginia).

3206. **Kennedy, F. The psychology of isolationism.** *Virginia med. Mon.*, 1942, **69**, 176–180.—Kennedy believes that isolationism is based on class antagonism, commercial thinking, suggestion, apathy, fear, and deliberate misinformation—in general, on the bitter antagonism between the ideas of the moneyed classes and those of the liberal state. —*M. E. Morse* (Baltimore, Md.).

3207. **Lerner, E. Pathological Nazi stereotypes found in recent German technical journals.** *J. Psychol.*, 1942, **13**, 179–192.—35 abstracts of German psychological articles are examined. These are interpreted as showing evidence of such mechanisms as excessively dependent over-valuation of the strength of other individuals, excessive identification, and racial stereotypy. "The inference seems

unavoidable that one is confronted with a large-scale psycho-social deterioration of unprecedented intensity" which requires that careful planning be made for meeting the problem immediately following the war.—*F. A. Mote, Jr.* (Connecticut).

3208. **Lewis, H. B. Studies in the principles of judgments and attitudes: IV. The operation of "prestige suggestion."** *J. soc. Psychol.*, 1941, **14,** 229–256.—Agreement with 10 political slogans was checked by several groups of students, to each of which had been given the purported ratings by either a popular or unpopular political figure. The rankings of the subjects were relatively unchanged by this prestige suggestion. When it was effective, the suggestion usually operated "to redefine an ambiguous situation," placing the slogan in a new light which required a revised judgment.—*F. W. Finger* (Virginia).

3209. **Link, H. C., & Freiberg, A. D. The problem of validity vs. reliability in public opinion polls.** *Publ. Opin. Quart.*, 1942, **6,** 87–98.—The classical laws of chance are applicable to the materials of public opinion polls. An analysis of election polls indicates the need for knowing the size and distribution of the sample for each poll in order to evaluate the reliability. Validity of polls may be tested by election results, purchasing behavior, comparisons of attitudes and actions, and tests of knowledge. "The very fact that a study calls for answers in terms of objective behavior raises a presumption in favor of the validity of its results." With the cancellation technique (or method of residues) validity may be approached on a verbal level without regard to objective criteria. This technique represents a systematic attempt to eliminate the superficial, unimportant, and contradictory results of opinion research. "The basic criterion, however, for validity, is behavior."—*H. F. Roth* (Minnesota).

3210. **Linton, R., & others. Culture and personality; three lectures to educators.** Washington, D. C.: American Council on Education, Commission in Teacher Education, 1941. Pp. vi + 50. 15¢.—(*Educ. Abstr.* VII: 492).

3211. **Masserman, J. H. Suggestions to O.C.D. personnel for talks on morale.** *Ment. Hlth Bull. Ill. Soc. ment. Hyg.*, 1941, **20,** 1–3.

3212. **McBee, M. Psychiatric social work in national defense.** *Family*, 1942, **22,** 320–322.

3213. **Musgrave, J. A. The psychology of race.** *Med. Offr*, 1941, **66,** 197–199; 205–209.

3214. **Passin, H. Tarahumara prevarication: a problem in field method.** *Amer. Anthrop.*, 1942, **44,** 235–247.—Lying is a serious obstacle to acquisition of accurate data by interview. 5 types of lies are indicated: lies about things that are emotionally toned in the culture, e.g. sorcery; lies because of the status of the observer, whom the community wishes to impress; lies which conceal facts adversely affecting the prestige of the informant; lies associated with individual psychological factors; and lies of one faction in a community about persons in an opposing faction of the community.—*L. M. Hanks, Jr.* (Illinois).

3215. **Priestman-Bréal, H. The psychological approach to relief and reconstruction.** *Advanc. Sci.*, 1942, **2,** No. 5, 86–88.—On the basis of experiences in the last war the author points out the psychological problems arising in attempts to rehabilitate families in both conquered and victorious countries. The peasant frequently has nothing left but pride and is inclined to be suspicious and touchy. Probable reactions in France after this war are considered, and the attitude of the future relief worker is briefly discussed.—*G. S. Speer* (Central YMCA College).

3216. **Raglan, —. Magic and psycho-analysis.** *Man*, 1941, **41,** 140.—In criticism of an article by Róheim (see XVI: 3217) it is held that instinctual ideas cannot originate in the unconscious. Psychoanalysts are charged with not finding out exactly what subjects are doing, and with not searching for motives other than those furnished by patients in response to leading questions.—*E. S. Primoff* (U. S. Employment Service).

3217. **Róheim, G. Method in social anthropology and psychoanalysis.** *Man*, 1941, **41,** 109–113.—Independent origins, among different races and among the insane, of the same psychoanalytic symbols are held to show an ultimate meaning of these symbols. Customs and dreams of primitive peoples are cited to indicate that youth-initiation services are associated with hostile tendencies of the elders, with incest phantasy, and with castration symbolism. It is necessary to accept the principles of psychoanalysis if one is to discern symbolic relationships.—*E. S. Primoff* (U. S. Employment Service).

3218. **Róheim, G. The origin and function of culture: I. Delayed infancy.** *Psychoanal. Rev.*, 1942, **29,** 131–164.—The structure of any given culture is determined by the infantile neuroses typical of that area; the institutions of the culture serve as defense mechanisms against these infantile libidinal urges. This is a result of man's retardation, i.e. of his being born at a comparatively undeveloped stage biologically. Growing up consists in returning to the desired infancy situation by finding substitutes for the original love objects. The correspondence between the structure of primitive cultures and of individual neuroses is illustrated with anthropological data.—*L. B. Heathers* (Smith).

3219. **Rusk, G. Y. The methodology of social psychology: I. The Gestalt method of thought.** *J. soc. Psychol.*, 1941, **14,** 3–28.—Psychology can assist in resolving social conflicts by formulating general laws of conduct and making them widely known, for insight tends to lessen emotion. As a means of overcoming social conflict this series of articles attempts: "(a) to construct and to apply, at least at representative points, methods of thought by which the various explanations of conduct may be adjusted to each other and thus the full explanation of human conduct be known, and (b) to inte-

grate economics, ethics, and religion to social psychology so that social psychology may cease to be misleading."—*F. W. Finger* (Virginia).

3220. **Rusk, G. Y. The methodology of social psychology: II. The aspect method and the dialectical method.** *J. soc. Psychol.*, 1941, **14**, 29–46.—The advantage of using the aspect method in science is that as we keep one aspect stationary, "we can notice the fluctuations of the others, and only so can we learn anything about these others." The application of the dialectical method of thought to scientific problems is also illustrated.—*F. W. Finger* (Virginia).

3221. **Rusk, G. Y. The methodology of social psychology: III. Social psychology in relation to economics, ethics, and religion.** *J. soc. Psychol.*, 1941, **14**, 47–74.—The writer argues that there can be no correct social psychology without both a correct economics and a system of ethics. Religion not only contributes concrete illustrations to science, but supplies the emotional drive which is needed to achieve scientific results.—*F. W. Finger* (Virginia).

3222. **Rusk, G. Y. The methodology of social psychology: IV. Subsidiary methods.** *J. soc. Psychol.*, 1941, **14**, 75–89.—This article considers as methods for social psychology the "spiral method" of thought, logical and rhetorical methods, mathematical logic, statistics, and theoretical mathematics.—*F. W. Finger* (Virginia).

3223. **Sorokin, P. A. Social and cultural dynamics; Vol. IV. Basic problems, principles, and methods.** New York: American Book, 1941. Pp. xvi + 804. $6.00.—See also XI: 4255.—*H. L. Ansbacher* (Brown).

3224. **Steggerda, M. Maya Indians of Yucatan.** *Publ. Carneg. Instn*, 1941, No. 531. Pp. xx + 280.—This report on the Maya town of Piste in Yucatan, based on over 8 years of field work, includes a description of psychological traits based in part upon ratings by whites, by mestizos, and by the Maya themselves. In addition, several form boards were given both to children and to adults, and the Goodenough drawing scale was given to children. On all of these tests, the Maya were considerably below white standards.—*W. Dennis* (Louisiana).

3225. **Timmons, W. M. Can the product superiority of discussors be attributed to averaging or majority influences?** *J. soc. Psychol.*, 1942, **15**, 23–32.—Individuals allowed to discuss a problem in small groups gave solutions superior to those of nondiscussors. This difference should probably not be attributed solely to the effect of averaging and the majority factor. Other factors inherent in the discussion should be studied as possible positive influences: the increased range of suggestions, the varied interpretations of facts, the increased range of criticism, and the larger fund of information available.—*F. W. Finger* (Virginia).

3226. **Watkins, J. G. Offensive psychological warfare.** *J. consult. Psychol.*, 1942, **6**, 117–122.—America's social scientists should be mobilized to assume the responsibility for organizing offensives in psychological warfare against the Axis powers. There should be an offensive against enemy industrial efficiency, habits of enemy populations must be disturbed, personality studies of enemy military leaders should be made, the Axis peoples and the peoples of the occupied countries must be convinced of the inevitable Axis defeat, the national and military leaders in the enemy countries should be discredited, Axis solidarity should be split.—*S. G. Dulsky* (Rochester Guidance Center).

3227. **Williams, R. K. An explorative study of the adjustment of forty-nine male negro college students at one segregated and two mixed colleges.** *Penn. St. Coll. Stud. Educ.*, 1942, No. 24, 59.—Abstract.

[**See also abstracts 3029, 3043, 3089, 3090, 3095, 3097, 3137, 3142, 3150, 3163, 3230, 3247, 3271.**]

CRIME AND DELINQUENCY

3228. **Bell, M. Delinquency in wartime England.** *Probation*, 1942, **20**, 97–102; 111–115.—Delinquency in England has increased notably since the war began, but examination of the delinquency figures for the years 1929–1939 shows that this increase was already well under way before the war began. War conditions cannot be considered a primary cause of delinquency, but rather they afford more opportunities and intensify almost all causes. Adults label as delinquent the child's reaction to emotional shock, insecurity, irregularity, wartime exhilaration, and freedom. Parental and official supervision are extremely difficult under war conditions, and evacuation has made supervision of delinquents on probation more than ordinarily difficult. The author discusses the effect of the war and evacuation on court attitudes, probation, and parole. The necessity for more social and recreational facilities is indicated.—*G. S. Speer* (Central YMCA College).

3229. **Conn, J. H. The psychiatric treatment of certain chronic offenders.** *J. crim. Law Criminol.*, 1942, **32**, 631–635.—Maintaining that certain crimes, e.g. burglary, arson, kidnapping, may be the result of neurotic backgrounds, a case is given of a man arrested repeatedly for intimacies with young girls. This man's asocial behavior resulted from feelings of inadequacy shown in particular toward his wife and ceased on establishing a more satisfactory relationship in marriage.—*L. M. Hanks, Jr.* (Illinois).

3230. **Fuller, R. C. Morals and the criminal law.** *J. crim. Law Criminol.*, 1942, **32**, 624–630.—Though many crimes as defined legally mirror the moral sentiments of the social group, some criminal conduct is not a breach of mores. The public tolerates such white collar crimes as violations of labor codes. Certain new laws inaugurated by minorities, such as public health regulations, are frequently in advance of community morality. Though the moral issue is clearly settled in such

crimes as homosexuality, there exists no unanimity of public sentiment as to the method of treating the offender. One of the social problems of law becomes in part a matter of making legal statement correspond more nearly with public morality; this may be achieved by education or edict.—*L. M. Hanks, Jr.* (Illinois).

3231. **Hovey, H. B. Behavior characteristics of anti-social recidivists.** *J. crim. Law Criminol.*, 1942, **32**, 636–642.—Case history data of 50 adult male prison inmates were gathered on the basis of the presence of normal intelligence, inability to adjust to group life, 4 previous misdemeanours or a felony, outstanding migratory tendencies, and occupational maladjustment. Associated with these characteristics were early family and school maladjustment, subnormal heterosexual interest, and a a history of crime begun during adolescence. If these items are numerically weighted on a trait list and each weighting is summated into a score, the anti-social group can be clearly differentiated from a control group of normal adult inmates.—*L. M. Hanks, Jr.* (Illinois).

3232. **Kaila, M. [Schizophrenia in relation to criminality.]** *Duodecim*, 1940, **56**, 212 ff.

3233. **Levy, R. J. Reductions in recidivism through therapy.** New York: Thomas Seltzer, 1941. Pp. 143. $1.50.—This follow-up experiment dealt with 10–12-year old boys who had been arraigned for the first time in Children's Court. Treatment included (1) searching for needs (emotional, intellectual, physical) which were not finding fulfillment or satisfaction in socially acceptable areas; (2) finding them; and (3) helping the individual child fulfill these needs within nondelinquent channels, in his own home environment, such as in certain instances, through the establishment of a satisfying relationship between experimenter and child, through acquisition of play materials, through improved school placement, through contact with a recreational center and other community organizations, through procurement of part-time gainful employment, and through re-education of parents. The author, a woman psychologist, did not contact the control cases. After 3 years, tabulation of the status of the 40 experimentals and 40 controls indicated that 2 experimentals vs. 8 controls had been rearraigned, and that 35 experimentals vs. 23 controls had been discharged from court supervision. These are statistically significant differences and point to the value of therapeutic work with delinquent boys.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

3234. **Licurzi, A. Artistas delincuentes y delincuentes artistas.** (Delinquent artists and artistic delinquents.) *Rev. Psiquiat. Crim., B. Aires*, 1941, **6**, 455–468.—Passion and emotional sensitivity are common to artists and delinquents. Muscular control and delicate sensibility may be moulded by exterior circumstance to either delinquency or to art. Among delinquent artists are Cellini, Villon, Caravaggio, and the insane Gémito and Van Gogh. In jails, delinquents lacking training and facilities give expression to the artistic urge in crude ways. Due to lack of opportunity to express themselves in music or sculpture, poetry and literature are the richest esthetic media of the jail.—*E. S. Primoff* (U. S. Employment Service).

3235. **Northup, D. Facing facts about recidivism.** *Probation*, 1942, **20**, 109–111.—Persistent criminals are of two types: (1) the compulsive neurotic, and (2) the constitutional psychopath, who is better understood if called an uninhibited realist. We know a little about the first type, but practically nothing about the second. Instead of committing these individuals to prisons, they should be permanently segregated in camps or colonies, and intensively studied by psychiatrists and other scientists. Those who show improvement may be tried in community life again. The others may serve for life as subjects for scientific research.—*G. S. Speer* (Central YMCA College).

3236. **Odoroff, M. E., & Harris, D. B. A study of the interest-attitude test scores of delinquent and non-delinquent boys.** *J. educ. Psychol.*, 1942, **33**, 13–24.—412 boys (CA 14–18: 7 years, average IQ 83) from the Minnesota State Training School were given Pressey's interest-attitude tests. Scores were compared with those made by boys of equivalent CA in a high school situated in a delinquency area, and with those made by unselected boys. "The study clearly indicates that delinquent boys are more like non-delinquents who come from similar social background than delinquents are like unselected boys in general." The correlation of Pressey test score with mental ability is sufficient to account for some of the delinquent's emotional retardation. "The usefulness of the test with young or dull subjects is questioned because of the possibility of these subjects checking verbal stimuli which they do not comprehend."—*J. W. Macmillan* (Maryland).

3237. **Ribeiro, R. [Intellectual level of delinquent and abandoned minors.]** *Neurobiologia, Pernambuco*, 1940, **3**, 217 ff.

[See also abstracts 2942, 2952, 3073.]

INDUSTRIAL AND PERSONNEL PROBLEMS

3238. **[Anon.] How to build the will to win.** *Fact. Mgmt Mainten.*, 1942, May, 58–67; 186–196.—This is one in a series of articles on the war-production drive or morale campaign of U. S. industries. Pictures of techniques and posters that are being used are included. The activities of various committees and campaigns, and the effectiveness of several ideas and hints are described.—*H. F. Roth* (Minnesota).

3239. **Brainerd, A. A., & Denning, M. Improved vision in machine tool operations by color contrast.** *Illum. Engng, N. Y.*, 1941, **36**, 1397–1413.—It was found that the proper combinations of color and brightness of machine parts definitely increased the accuracy of seeing, reduced the frequency of accidents, increased production, and gave greater ocular comfort to the workers. Soft contrasts gave greater

ocular comfort than abrupt albedo differences. In situations where extreme concentration of attention was desirable, this condition was facilitated by having the tools to be used (the figures) of a greater albedo than the background. However, in most situations it was found beneficial to have the machinery a neutral grey, with a light buff for the framework of the visual field of view. Tri-dimensional perception was enhanced by the proper control of color contrast.—*G. W. Knox* (Chicago).

3240. **Britt, S. H. The Committee on Wartime Requirements for Specialized Personnel.** *Publ. Person. Rev.*, 1942, **3**, 107–111.—This committee was organized in January, 1942, to advise the National Roster of Scientific and Specialized Personnel. It concerns itself with: (1) obtaining estimates of numbers of professionally trained personnel needed by the Army, Navy, industry, education, research, and federal, state, and local government; (2) discovering sources of additional trained personnel; (3) ascertaining those institutions which may be able to furnish an increased number of graduates trained for certain types of employment; (4) furnishing information to institutions concerning fields in which need is most urgent. The membership is listed, and a few findings are presented.—*H. F. Roth* (Minnesota).

3241. **Chappell, M. N. Factors influencing recall of radio programs.** *Publ. Opin. Quart.*, 1942, **6**, 107–114.—"The results obtained in this study show clearly the rigor with which factors found to influence recall in the psychology laboratory apply in one branch of commercial polling research—the recall of sponsored network programs previously heard." An investigation, utilizing the "coincidental" and the "day-part" methods, revealed these factors to be significant variables of radio program recall: age of program, length of program, popularity of program, and length of interval between hearing and recalling program. The validity of the first 3 of these factors is indicated by the differences in recall value found between types of programs and between programs presented over different networks.—*H. F. Roth* (Minnesota).

3242. **Crespo, J. B. Las pruebas de selección en el reclutamiento de oficiales.** (Selection tests in the recruiting of officers.) *Rev. Milit., B. Aires*, 1941, **41**, 1021–1029.—It is proposed that before an applicant be admitted to an officers' training school a period of army life be imposed on him during which aptitude might be observed in practical situations. —*E. S. Primoff* (U. S. Employment Service).

3243. **Diringshofen, H. v. [Increased danger of circulatory collapse due to simultaneous action of altitude and acceleration in airplanes.]** *Verh. dtsch. Ges. Kreislaufforsch.*, 1940, **13**, 92 ff.—[Abstracted review; original not seen.] Anoxemia greatly increases the tendency to collpase in standing persons, due to hypotonus of vascular and striated muscle. Under these circumstances, if hydrostatic differences in blood pressure grow to several times their value by changes in the gravitational field owing to action of tangential forces, the tendency to collapse is increased. Thus, an anoxemic aviator making curves at high altitudes may lose consciousness because of collapse induced by tangential forces. Tangential tolerance tests conducted in airplanes show that the sequence of symptoms is visual disturbances, altitude sickness, and unconsciousness beginning 1½–2 seconds after the onset of the tangential force. Amnesia for the test is usual; hence pursuit fliers making sharp turns at high altitudes are rarely able to report about unconsciousness. These facts explain some fatal crashes of pursuit fliers. An aviator with mild altitude sickness may become unconscious if he makes a sharp turn, and if he regains consciousness, the sickness may increase until he is incapable of thought or action and is thus unable to regain control of his plane.—*M. E. Morse* (Baltimore, Md.).

3244. **Evans, F. Machinery and man.** *Occup. Psychol., Lond.*, 1942, **16**, 79–82.—The solution of the problem of too much mechanization in the lives of men lies with the social sciences.—*D. Reed* (Brown).

3245. **Everett, W. S., & Reid, K. M. Visual aids to traffic movements under blackouts.** *Illum. Engng, N. Y.*, 1941, **36**, 1184–1204.—The aim of this investigation was to discover those characteristics of the visual stimulus which would simultaneously conceal military objectives (brightness camouflage) and permit adequate lighting for traffic. Subjects with 20/20 vision, or better, and a very low brightness contrast threshold were selected from a large number of experienced army observers and civilians. For military reasons, details of the investigation were withheld from publication by the War Department. —*G. W. Knox* (Chicago).

3246. **Flanagan, J. C. Psychological service in the U. S. Air Corps.** *J. consult. Psychol.*, 1942, **6**, 153–154.—This is a brief description of types of research engaged in by Psychological Research Units in the Air Corps. Procedure for enlisting with the Air Corps for service in these Units is outlined. —*S. G. Dulsky* (Rochester Guidance Center).

3247. **Giberson, L. G. Industrial morale.** *Industr. Med.*, 1942, **11**, 116–118.—The first step industrial psychiatry must take in a program designed to promote industrial morale is the determination and elimination of those points of infection which result in physical, mental, or emotional disorders. The present war program with its attendant industrial expansion necessitates the establishment of psychiatric industrial programs similar to those which have been in action for many years in England, Germany, and other Continental countries.—*J. E. Zerga* (U. S. Employment Service).

3248. **Goodall, G. W. Some workers' mental attitudes.** *Occup. Psychol., Lond.*, 1942, **16**, 65–72.—123 industrial workers were interviewed. The 3 primary reasons for happiness in work were, in order of importance: satisfaction in achievement, variety, and the satisfaction felt in congenial contacts and working conditions. "In some cases temperamental

factors appear to have been fairly closely related to contentment." The classification of nervous traits used is given, and examples are cited.—*D. Reed* (Brown).

3249. **Haskins, J. Psychiatry in personnel management.** *Person. J.*, 1942, **20,** 338–345.—The psychiatrist could help in the selection of employees by eliminating those with organic brain diseases, psychoses, psychoneuroses, and psychopathic personality. By treating those who develop emotional difficulties on the job, much labor turnover and inefficiency and many accidents could be prevented. —*M. B. Mitchell* (Minnesota Bureau of Mental Health).

3250. **Hearnshaw, L. S. The unity of industrial psychology.** *Occup. Psychol., Lond.*, 1942, **16,** 43–54. —"Industrial psychology is a unity; . . . failure to recognize this unity springs from a misconception which has persisted from the time of Münsterberg to the present day." Industrial psychology is not simply a branch of applied psychology but rather a "sub-branch of psychology, and may be defined as the science of behaviour at work." As a result of this conception a unity appears which will influence the practical effectiveness of industrial psychologists.—*D. Reed* (Brown).

3251. **Howard, R. R. Importance of the human factor in industrial accidents.** *J. Amer. Insur., Chicago*, 1942, **2,** 11–14.—Howard reviews the development of the organized safety movement and discusses current trends. It began about 30 years ago with mass methods, slogans, and contests. These were largely wasted effort. Then followed the period of safety engineering, standardization, and legal codes, and later, the present emphasis on the human factor. The solution of the accident problem depends on ability to deal with a great variety of people—the aggressive, backward, indifferent, etc. The difficulty in most plants is that there is no mathematical analysis of individual accident frequencies (slight as well as severe) for the purpose of centering the control program on nonconformists. Potential repeaters cannot be culled out in advance by physical or psychological tests, although these are indicative. Control of accident proneness can be done only by a first-class industrial psychologist. Psychology is necessary when simpler methods do not give results, and selection of remedies must be based on analysis of underlying causes. The fields of activity are discussed.—*M. E. Morse* (Baltimore, Md.).

3252. **Humphrey, G. Test Research Committee.** *Bull. Canad. psychol. Ass.*, 1942, **2,** 17–19.—This describes the organization of a program designed to validate and revise a test instrument already in use for general personnel selection in the Canadian Armed Forces.—*F. W. Finger* (Virginia).

3253. **Johnson, C. R. Prisoners of war.** *Univ. sth. Calif. soc. Sci. Ser.*, 1941, No. 22. Pp. 40.—This is "a study in the social psychology of selected groups of prisoners of war in the first World War, which occurred from 1914 to 1918. Among the groups included are Americans, members of the British Empire, Germans, Austro-Hungarians, Bulgarians, Turks, and French." Their camps were in England, Germany, France, and many other countries the world over. The study is based mainly (1) on personal observations in 100 French prison camps and on talks with Allied prisoners, released from German camps because of ill-health and interned in Switzerland; and (2) on approximately 50 published and nearly 60 unpublished autobiographies and diaries of former prisoners of war, also on postwar interviews and questionnaire replies. The material presented is an enumeration of factors, with illustrations from the sources, which made for conflict and for accommodation between prisoners and captors. Factors of conflict are discussed under: hostile attitudes of prisoners and captors, loss of status, diversity of cultural patterns, preferential treatment of some prisoner groups. Factors of accommodation are discussed under: friendly attitudes of prisoners and captors, partial restoration of status, relaxing of censorship, diminishing national egoism, identification of interests.—*H. L. Ansbacher* (Brown).

3254. **Lorge, I., & Blau, R. D. Do the better qualified compete for public jobs?** *Publ. Person. Quart., N. Y. C.*, 1942, **3,** 29–36.—In 1941, 132 men, aged 34, residents of the New York metropolitan area, who had been given a series of intelligence, clerical, and mechanical tests in 1921 when they were in the eighth grade, were re-tested with the Otis Higher, Thorndike (Part III, Reading), Minnesota Survey of Opinions, and a special questionnaire. Of this group, 62 had taken civil service exams, 71 had not. On comparison, those who had taken exams were shown to be consistently, though not reliably, superior in the 1921 testing, but definitely and reliably superior in the re-tests. They had two more years of schooling. However, they felt that they had suffered from the depression more. Their 1941 weekly salaries were $7 less. They did not expect as great salary increments in the next 10 years. They were less conservative in their economic views. Civil service commissions should consider the fact that their applicants, although of greater ability, are, to a degree, lacking in self-confidence.—*R. D. Blau* (Teachers College, Columbia).

3255. **Luckiesh, M. Blue light undesirable for blackouts.** *Illum. Engng, N. Y.*, 1942, **37,** 113–114. —Since blue light refracts more than other light waves within the visible spectrum, the normal eye (which is adapted refractively to the center of the visible spectrum) will focus the image, when blue light is used, in front of the retina. A blurred image will, thus, strike the retina. This takes place whenever the object observed is a few feet or more from the observer, even when accommodation is normally relaxed. In addition, depth perception is somewhat distorted in blue illumination. It is, therefore, inadvisable to use blue light for blackout illumination.—*G. W. Knox* (Chicago).

3256. **Meyer-Ginsberg, A. Contribuição para psicologia do anúncio.** (Contribution to the psy-

chology of advertising.) *Rev. Neurol. Psiquiat. S. Paulo*, 1942, **8**, 24.—Abstract.

3257. **Moore, H. Supervision. I. Selection.** *Person. J.*, 1942, **20**, 353–356.—General intelligence tests, personality tests, and interviews when properly used can be of value in selecting men for supervisory positions.—*M. B. Mitchell* (Minnesota Bureau of Mental Health).

3258. **Powell, N. J. Improving the civil service essay test.** *Publ. Person. Rev.*, 1942, **3**, 112–119.—The advantages and disadvantages of essay tests, and methods of improving these tests, are listed. 5 forms of rating keys, and methods of insuring valid rating (or grading) are suggested. A few essay tests with reliabilities of about .92 are reported.—*H. F. Roth* (Minnesota).

3259. **Selling, L. S. The psychopathology of the hit-and-run driver.** *Amer. J. Psychiat.*, 1941, **98**, 93–98.—In 50 cases charged with "leaving the scene of an accident," only 2% were without any mental deviation. Unstable psychopathy accounted for 20% of the cases, egocentric personality for 12%, mental defect for 22%, chronic alcoholism with deterioration for 10%, psychoneurosis for 4%; the remainder was divided between schizoid personality and physical conditions without psychosis. Alcoholism was an important factor; neither education nor literacy was a specific factor, but intelligence was. On the whole the group consisted of experienced drivers, but had a surprisingly high record of previous traffic and criminal offenses. 4 types of reactions to the accidents were found: unawareness of the accident, fear of extraneous elements, ignorance of the law (in the feebleminded cases), and indifference to the harm done (in the schizoid individuals).—*R. Goldman* (Boston Psychopathic Hospital).

3260. **Thatcher, J. O. M. Para troops and para physicians.** *Nav. med. Bull., Wash.*, 1942, **40**, 280–281.—One of the inborn phobias of mankind is the fear of falling. The selection of men on the basis that parachute jumping is just another form of exercise is as wrong as the frequent statement of medical men that "those who fly can jump." One reason for aircraft accident fatalities is the fear which has forced the pilot to trust his disabled ship rather than his means of safety, the parachute. Observations of pulse and blood pressure before the jump have shown a slight rise in pulse (72 to 90) and blood pressure (112/60 to 140/70) in normal men. In the interim, until these men can be examined immediately after they have reached the ground, there is a marked increase in pulse (120 to 140 plus) and blood pressure (160/80 to 188/96). External manifestations of emotion may be blushing, blanching, tremor of hands and eyelids, stuttering, or continuous smacking of the lips. After the jump an assumed nonchalence, excessive gesticulation, or bravado may be observed.—*J. E. Zerga* (U. S. Employment Service).

3261. **Vernon, H. M. Road accidents in wartime.** Cambridge: Heffer & Sons, 1941. Pp. vi + 125. 3*s.* 6*d.*—[Abstracted review; original not seen.] Road accident deaths in Britain increased from the prewar rate of 6,628 to 8,347 during the first year of the war and to 10,073 during the second year. This increase is not due to military operators. Black-out conditions caused an increase in the number of pedestrians killed during the first year; but by the second year walkers had learned to stay indoors, and the number of deaths to them during black-outs was reduced, while the deaths of cyclists, drivers, and passengers increased during this period. The death rate of children has increased during the day (presumably because of lack of parental control) and decreased during the night. Ways of arresting the alarming trend in the number of deaths are discussed.—*D. Reed* (Brown).

3262. **Viteles, M. S. The application of psychology to industry and business.** *Occup. Psychol., Lond.*, 1942, **16**, 55–64.—"The psychologist cannot be content to think of his work in industry in terms of productive efficiency alone . . ., [but he] must be concerned with individual satisfaction and mental well-being in industry." Examples are given which point up the importance of this statement.—*D. Reed* (Brown).

3263. **Walsh, M. N. A practical method of pilot selection.** *Proc. Mayo Clin.*, 1942, **17**, 65–69.—The intensive program of gliding in Russia and Germany not only teaches children the reflexes that are important in flying, but also acts as a selector of pilots. The gliding record of a student indicates whether he has a flair for flying, adequate physique, and psychological potentiality. Psychological tests are valuable as corroborative evidence, as are medical tests. Testing in gliding, meteorology, and aircraft principles is superior to a single test in a low-pressure chamber.—*E. S. Primoff* (U. S. Employment Service).

3264. **Wittson, C. L., Harris, H. I., & Hunt, W. A. Detection of the neuropsychiatrically unfit.** *Nav. med. Bull., Wash.*, 1942, **40**, 340–346.—This is a discussion of the general procedure of the Neuropsychiatric Service of the Medical Department, U. S. Naval Training Station at Newport, in examining recruits for psychiatric defects. Problems in abnormal psychology are discussed, and it is pointed out that intelligence is not an isolated quantity but is closely integrated with the individual's other characteristics. "The types of military ineffectuals encountered at Newport group themselves into several major classes: the mental defectives who would be failures from the outset; the behavior problems who would sooner or later become sources of chronic irritation; the frank and preclinical psychotics who would be liabilities from the outset; and those with disease of the nervous system who are doomed to invalidism."—*J. E. Zerga* (U. S. Employment Service).

[See also abstracts 3130, 3155, 3168.]

EDUCATIONAL PSYCHOLOGY
(incl. Vocational Guidance)

3265. **Arcan, T. Orientarea profesională în industria metalurgică.** (Vocational guidance in the metal industry.) Cluj: Editura Institutului Psihotehnic, 1940. Pp. 196. Lei 120.—[Abstracted review; original not seen.] For guidance in the metal industry, diagnosis of mechanical aptitude, i.e. manual dexterity, technical thinking, space perception, and visual acuity, is emphasized. Analysis of a battery of 8 tests disclosed 2 factors: a technical and a sensorimotor factor. The ultimate aim was to obtain a psychological profile of the trade and to determine deviations of the individual candidate from the trade profile.—*S. M. Strong* (Minnesota).

3266. **Ashford, T. A., & others. Cooperative General Chemistry Test for College Students. Form 1942.** New York: Cooperative Test Service, 1942. 100 copies, 6¢ each; specimen set, 50¢.—This test, prepared jointly by the Cooperative Test Service and the American Chemical Society through its division of Chemical Education, consists of 150 recognition items, requires 110 minutes to administer (including a 2-minute rest period), and is arranged into the following 4 parts: general knowledge and information, 60 items, 23 minutes; application of principles, 45 items, 50 minutes; scientific method, 30 items, 25 minutes; and laboratory technique, 15 items, 10 minutes. The last part may be omitted. The test must be used with a separate special answer sheet which may be machine or hand scored. It is one of three tests used in the 1942 College Chemistry Testing Program. Norms, based on reports from colleges, will be available early in the summer of 1942.—*A. H. MacPhail* (Brown).

3267. **Ball, F. J. A study of the predictive values of the Thurstone primary mental abilities tests as applied to lower division freshmen.** *Penn. St. Coll. Stud. Educ.*, 1942, No. 24, 51.—Abstract.

3268. **Barros, O. de Orientação profissional dos aprendizes das escolas profissionais de São Paulo.** (Vocational guidance of apprentices in S. Paulo vocational schools.) *Rev. Neurol. Psiquiat. S. Paulo*, 1942, **8**, 25.—Abstract.

3269. **Bennett, A. An analysis of errors in word recognition made by retarded readers.** *J. educ. Psychol.*, 1942, **33**, 25–38.—"Analysis is presented of 34,274 errors made by retarded readers in the recognition and pronunciation of 237 basic words in context." 15% of the errors are errors in median vowels, 12%, are reversals. Dominant letters or word parts (beginning and ending of words) are important as visual and auditory cues, but also the context plays a part. Word recognition and pronunciation are complex mental processes. Errors do not occur in a haphazard way, but are governed by the context and by unfortunate learning habits. "A pronounced characteristic of pupils retarded in word recognition seems to be the tendency not to inhibit associated responses until a word is seen clearly in all its parts."—*J. W. Macmillan* (Maryland).

3270. **Berrien, F. K., Kennedy, J. L., & Carmel, D. L. How quickly do students start studying?** *Sch. & Soc.*, 1942, **55**, 482–483.—The behavior in the library reading room of 75 students at Colgate University was recorded by 2 observers for 10 minutes beginning with the moment of sitting down to study. 48% of the time was spent in study or reference to card catalogues, 20% in reading material other than assignments, and only 26% in non-productive activity. The contrast to Troth's finding of 40% wasted time in a similar study of 100 students at the University of Illinois is attributed to the fact that Colgate is non-coeducational.—*M. Lee* (Chicago, Ill.).

3271. **Bottorf, E. A. An approach to an appreciation of art.** *Penn. St. Coll. Stud. Educ.*, 1942, No. 24, 7.—Abstract.

3272. **Brewer, J. M., & others. History of vocational guidance; origins and early development.** New York: Harper, 1942. Pp. 352. $4.00.—[Abstracted review; original not seen.] Beginning with the social trends which antedated the formal vocational guidance movement, the development of formal units is traced from Parson's Vocation Bureau in Boston, through city-wide departments of school systems and state educational bureaus, to the federal service and federal aid to states. Other topics considered are professional training, professional literature, applications of psychology, guidance in colleges, guidance in other countries, and progress in other than vocational guidance.—*G. S. Speer* (Central YMCA College).

3273. **Bruce, L. The applicability of the Spearman-Brown formula to teachers' marks in Colorado State College of Education.** *J. exp. Educ.*, 1942, **10**, 174–178.—Results of this study show that the reliability of teachers' marks, except those for the amalgamated ratios of two and four quarters, cannot be successfully predicted by the use of the Spearman-Brown formula. Apparently teachers' marks do not satisfy the assumptions upon which the prophecy formula is based as to comparable and similar forms of measures. Reasons why the results of this study should be accepted with some reservations are presented.—*H. W. Karn* (Pittsburgh).

3274. **Bruce, W. F., & Freeman, F. S. Development and learning; the psychology of childhood and youth in a democratic society.** Boston: Houghton Mifflin, 1942. Pp. xx + 552. $2.25.—Throughout this text, designed primarily for students preparing to teach in elementary and secondary schools, the authors have kept in view the proposition that "the teacher . . . has two related responsibilities: the development of mature individuals and the promotion of a democratic culture." Part I, an introduction, is entitled child psychology and the democratic community. Part II, scientific studies of human development, and Part III, diverse approaches to learning, present factual material derived from experimental investigations, and supplement

these records both with explicit suggestions as to how optimal conditions of development may be obtained and with an evaluation of the implication of such facts for democracy. Part IV, concerned with problems and prospects, reviews the significance of learning, individual differences, language, security, and values; and examines the importance of economic, political, and cultural factors, and of religious attitudes, as they shape the individual and as they determine the prospects of democracy.—*E. B. Mallory* (Wellesley).

3275. **Buckham, B., & Thelen, H. A comparison of the interests of students of low ability enrolled in physical science and of students of high ability enrolled in physics.** *Univ. High Sch. J., Calif.*, 1941, **20**, 15–19.—(*Child Develpm. Abstr.* XVI: 319).

3276. **Burnside, L. H. An experimental program in education of the intellectually gifted adolescent.** *Sch. Rev.*, 1942, **50**, 274–285.—94 boys and girls in grades 9–12, selected on the basis of superior intelligence test records and scholastic performance were the subjects in this 5-year study begun in 1938. In 2 ungraded classes the instructional policy has emphasized the unit plan, with a moderate degree of acceleration, and enrichment limited only by the time and energy of the individual student. An elaborate testing and evaluation program, with individual guidance, has been maintained. In terms of Regents' examination grades, achievement has not reached the level expected, although there is clear evidence of an enhancement of personality growth. Subsequent performance in college of these pupils is encouraging.—*R. C. Strassburger* (St. Joseph's College for Women).

3277. **Cooper, I. M. Bibliography on educational broadcasting.** Chicago: University of Chicago Press, 1942. Pp. 585. $5.00.—A bibliographical guide to reference and research material in the historical, technical, and educational fields of broadcasting.—(Courtesy *Publishers' Weekly*).

3278. **Cruze, W. W. Educational psychology.** New York: Ronald, 1942. Pp. xvi + 572. $3.25.—With the exception of 2 introductory chapters and the final chapter, this text is divided into 3 parts: progress toward maturity, the learning process, and personality growth and development, each consisting of 5 chapters. "The emphasis throughout is scientific and practical rather than philosophical, and there has been no attempt at indoctrination in any special principle or point of view." The author believes that current controversies in psychology have often received attention out of proportion to their significance. "It is believed that the student of educational psychology will profit primarily from an intensive study of the learner in his environment."—*S. C. Ericksen* (Arkansas).

3279. **Digna, M. An integrated program of remedial reading.** *J. higher Educ.*, 1942, **13**, 209–211.—60 freshmen at the College of St. Scholastica were divided into an experimental and a control group and paired on the basis of their percentile rank on the Iowa Silent Reading Test. The experimental students studied their graphs on the Iowa test and were taught to analyze their main defects; instruction was given in the correction of the defects, emphasis being placed on reading rate and paragraph comprehension. The remedial program was carried on in integration with the English composition course. After 2½ months the Iowa test was again administered. The control group had gained 23.3 points, the experimental group, 60.6 points.—*R. A. Brotemarkle* (Pennsylvania).

3280. **Gilbert, L. C., & Gilbert, D. W. Training for speed and accuracy of visual perception in learning to spell: a study of eye movements.** *Univ. Calif. Publ. Educ.*, 1942, **7**, 351–426.—Efficiency in learning to spell was increased for 4th, 5th, and 6th grade pupils by use of "a method which places a premium on speed and visual accuracy." A control and an experimental group (100 subjects) were paired for approximate equivalence in grade, spelling ability by pre-test scores, learning efficiency before eye movement camera, and certain eye movement characteristics. The experimental procedure involved use of booklets with special tabs which were raised at the teacher's command to permit only brief (usually 7 seconds) exposure of the words. The words were then written, checked by the pupil, and reviewed if necessary. The control group followed the method in regular use in the Berkeley schools. The experimental group surpassed the control at all grade levels both during and after the 8 weeks' training period. Analysis of photographic records showed that the experimental group required less time and fewer fixations per word, and made fewer regressions. Since no significant differences in time required or amount learned were found between records of study in front of the eye-movement camera and away from it, the superiority of the brief exposure method of studying spelling is not an artifact of the laboratory situation.—*E. B. Mallory* (Wellesley).

3281. **Gire, E., & Espenschade, A. The relationship between measures of motor educability and the learning of specific motor skills.** *Res. Quart. Amer. Ass. Hlth. phys. Educ.*, 1942, **13**, 43–56.—The scores of 195 high school girls on the Brace, Iowa revision of the Bruce, and the Johnson tests of motor educability were compared with scores on achievement tests of specific motor skills in basketball, volley ball, and baseball. No high correlations were found. The Brace test showed the highest correlation with the scores used for measuring the learning of the activities.—*N. R. Bartlett* (Brown).

3282. **Goodman, C. H. Ability patterns of engineers and success in engineering school.** *Penn. St. Coll. Stud. Educ.*, 1942, No. 24, 19–20.—Abstract.

3283. **Griffith, C. R. Psychology and the college instructor.** *J. higher Educ.*, 1942, **13**, 184–190.—College instructors should be trained in educational psychology just as much as preschool, elementary, and high school teachers. Present standards for college teachers place primary emphasis on mastery of subject matter; actually this does not insure good teaching unless the prior subject matter of human

nature has been mastered.—*R. A. Brotemarkle* (Pennsylvania).

3284. **Hartzell, M. D., & Murphy, F. E. Cleeton Interest Inventory measures cosmetologists.** *Occupations*, 1942, **20**, 600–601.—150 young women entering a cosmetology training program were compared on the Cleeton inventory with a random group of 103 young women seeking employment. Those with a real interest in cosmetology scored high on the personal service category of the inventory, and such a score is a reasonably valid indication of interest in this field.—*G. S. Speer* (Central YMCA College).

3285. **Hatlestad, S. L. Motor educability tests for women college students.** *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1942, **13**, 10–15.—The Brace Motor Ability Test, scored in two ways, Iowa Revision of the Brace Test, Hill Stunt Type Test, and Johnson Physical Skill Test have been T-scored for college women students. The usefulness of standardized T-scores on accepted tests in the field of physical education is indicated.—*N. R. Bartlett* (Brown).

3286. **Hawkins, H. H. A study of sensory imagery between good and poor actors.** *Penn. St. Coll. Stud. Educ.*, 1942, No. 24, 25–26.—Abstract.

3287. **Hendricks, B. C., & others. Cooperative chemistry test for college students.** New York: Cooperative Test Service, 1942. 100 copies 6¢ each; specimen set 25¢.

3288. **Hopkins, E. H. Vocational guidance at Miami University.** *Occupations*, 1942, **20**, 592–596.—Procedures consist of diagnosing ability areas and prsonal qualifications, disseminating vocational information, counseling, transfers within the university of low scholarship students, and occupational conferences.—*G. S. Speer* (Central YMCA College).

3289. **Jersild, A. T., Goldman, B., Jersild, C. L., & Loftus, J. J. Studies of elementary school classes in action. II. Pupil participation and aspects of pupil-teacher relationships.** *J. exp. Educ.*, 1942, **10**, 119–137.—The findings in this study are consistent with the findings of an earlier study which indicate that there is more equality of pupil participation when the circumstances involve a considerable amount of direction and control by the teacher than in situations in which pupils have more freedom and self-direction. Correlations between frequency of comments of a self-initiated, self-assertive variety and achievement in tests of ability to apply generalizations, of knowledge of current affairs, of working skills in the social studies, of achievement in various subject matter skills were positive but low. These correlations tended to be higher in activity than in control groups. It is concluded that the extent of the child's loquacity and his ability to get a hearing is primarily determined by factors other than knowledge and information such as was measured by the tests used in this study. The activity program is evaluated in terms of the data obtained.—*H. W. Karn* (Pittsburgh).

3290. **Kerr, G. Aptitude testing for secondary courses.** *Occup. Psychol., Lond.*, 1942, **16**, 73–78.—A battery of tests as well as the regular course examinations were given to students to determine their aptitude for various courses. Correlations and factor analyses were made.—*D. Reed* (Brown).

3291. **King, H. V., & Spaulding, G. Cooperative Latin test.** New York: Cooperative Test Service 1942. 100 copies 6¢ each; specimen set 25¢.

3292. **Kitson, H. D. Creating vocational interests.** *Occupations*, 1942, **20**, 567–571.—O'Rourke's program of short work experience is described briefly, and the reactions of students are given. The program consists of several series of short projects of graded difficulty, in different fields. The individual is given tasks from fields which he indicates he likes, and also from those he says he dislikes. The actual experience in most cases creates a positive interest even in fields previously disliked.—*G. S. Speer* (Central YMCA College).

3293. **Lark-Horovitz, B. Comparison of subjective and objective judgments of children's drawings.** *J. exp. Educ.*, 1942, **10**, 153–163.—"Unless a sufficient number of expert judges are consulted, subjective judgments, though based on similar aesthetic principles, differ to such an extent that they seem unreliable. Compared with them, judgments based on objective analysis appear more reliable. Since it is difficult and inconvenient to assemble nine or more art experts for purposes of deciding children's art abilities, and since objective analysis could either be handled by a trained specialist for groups of schools or by a central office for a whole state, the establishment and standardization of norms for all branches of art activity and all age levels up to college age is recommended."—*H. W. Karn* (Pittsburgh).

3294. **Martin, M., & others. Cooperative test in secondary school mathematics (higher level). Form S, for grades 10 to 12.** New York: Cooperative Test Service, 1942. 100 copies 6¢ each; specimen set 25¢.

3295. **McCloy, C. H. Tests and measurements in health and physical education.** (2nd ed.) New York: Crofts, 1942. Pp. xxii + 412. $3.00.—The writer discusses such general topics as the requirements of a good test, problems of test construction and administration, use and scoring of tests in classification, types of tests and rating scales, and statistical methods. In addition chapters are devoted to the various types of tests in physical education: strength, size and maturity, power, motor educability, agility and coordination, general motor capacity and ability, endurance, special abilities and achievement, and visceral functions. There is a bibliography of some 300 titles, and an appendix containing tables to be used in computing test results.—*F. W. Finger* (Virginia).

3296. **McKee, J. H., Wykoff, G. S., & Remmers, H. H. Purdue placement test in English. Form C.** Boston: Houghton Mifflin, 1941. $1.65 per 25; separate answer sheets 75¢ per 25.

3297. **Oberheim, G. M. A new use for the Institute's clerical test in America.** *Occup. Psychol.*,

Lond., 1942, **16**, 83–86.—Moore's American revision of the clerical test of the National Institute of Industrial Psychology was used to predict the success of student assistants in the Iowa State College Library. Assistants who were promoted had a mean score on this test significantly higher than those who were not promoted.—*D. Reed* (Brown).

3298. **Parry, D. F. When vocational-guidance tests disagree.** *Sch. & Soc.*, 1942, **55**, 508–511.—Although both the Strong Vocational Interest Blank and the Hepner Vocational Interest Test claim considerable validity, when both were given to students the same day, wide divergences in the order of vocational rankings occurred. The correlation between individual rankings in the two tests varied from −.46 to +.66 with a median of +.19. (The Strong and Thurstone Vocational Interest Schedule correlate .03 to .32.) The relationship between interest scores and scholarship was found to be fairly negligible in spite of the assumption that one works harder and tends to achieve more in fields in which one is interested. Hence, neither interests nor scholastic achievement can be predicted from the results of a single vocational interest test or even from a combination of two or more of those now available.—*M. Lee* (Chicago, Ill.).

3299. **Peters, E. F. Vocational interests as measured by the Strong and Kuder inventories.** *Sch. & Soc.*, 1942, **55**, 453–455.—The Strong Vocational Interest Blank was administered to all entering students at William Woods College in 1941. Later 24 of these voluntarily took the Kuder Preference Record. From the data so obtained a comparison was made of percentile scores on the Strong Blank as grouped into 5 scales and the corresponding percentiles on the Kuder Record. Positive correlation of .38–.52 were found between the two sets of scores in the fields of science, office work, literature, law, and social service.—*M. Lee* (Chicago, Ill.).

3300. **Peters, H. B. The influence of orthoptic training on reading ability. Part II. The problem, study and conclusions.** *Amer. J. Optom.*, 1942, **19**, 152–176.—3 large groups of students were given repeated optometric tests, ophthalmograph records of their reading performances were made, and their achievements on standard reading tests were determined. In the intervals between tests, some groups were given orthoptic training (with different instruments used for sub-groups) and pedagogical assistance, while others served as control groups. No detailed statistical analysis of results is given, but the author feels justified in concluding that orthoptic aids were of definite benefit, especially among students showing high scholastic aptitude. Motivation also appeared to be a significant factor in determining the degree of improvement attained in reading performance.—*M. R. Stoll* (Lowell, Mass.).

3301. **Pressey, S. L. Report of the Committee on Contributions of Psychology to Problems of Preparation for Teaching.** *J. consult. Psychol.*, 1942, **6**, 165–167.—Essential parts of a teacher-preparation program are (1) an adequate treatment of psychological development; (2) a broad treatment of the psychology of learning, including the forming of of appreciations, attitudes, concepts, and ideals; (3) some consideration of methods of child study, individual differences, and methods of treatment of the individual child. The teachers college should provide a broad and intensive student development program.—*S. G. Dulsky* (Rochester Guidance Center).

3302. **Reeder, C. W. Academic performance.** *J. higher Educ.*, 1942, **13**, 204–208.—Data in the college records of 105 varsity athletes in the College of Commerce, Ohio State University, were compared with the data for the student body as a whole. At entrance, athletes did not differ from the general college population in intelligence test score and scholarship record. At the end of quarters of athletic competition, however, 61% of the athletes had a lower scholarship standing than at the beginning. In respect to probation and dismissal the athletes did better than the general college population; regarding employment, they did not differ. Non-working and working athletes made practically identical scholarship records.—*R. A. Brotemarkle* (Pennsylvania).

3303. **Riccio, P., & Cuffari, A. Cooperative Italian test. Experimental form S.** New York: Cooperative Test Service, 1942. 100 copies 6¢ each; specimen set 25¢.

3304. **Robinson, F. P., & Hall, W. E. Concerning reading readiness tests.** *Bull. Ohio Conf. Reading*, 1942, No. 3. Pp. 16.—This booklet was prepared to assist teachers and administrators in the selection and use of reading readiness tests. It is based on a review of pertinent published data pertaining to 6 widely used tests. Reliability coefficients are high; the median correlation with reading success (reading test or teachers' grades) was found to be .58. Partial and multiple correlation studies show that little is gained by using an intelligence test in addition to a reading readiness test because the present tests are primarily tests of intelligence. No one test seems consistently better than the others. In any one situation the most effective test will be determined by the type of reading taught, the method used to teach it, and the manner of evaluating results. An extensive summary table is included.—*A. H. MacPhail* (Brown).

3305. **Rosca, A. Rolul motivaţiei in şcoală.** (The rôle of motivation in school.) *Rev. Psihol.*, 1940, 3, 170–180.—[Abstracted review; original not seen.] At certain ages, children study subjects for which they have no interest. They should be stimulated in relation to themselves and their previous record, with the least possible stress on praise. Scolding should be almost completely reserved for those who are intelligent. School prizes should be abolished. They tend to discourage the rest of the children, because usually the same 2 or 3 children receive the prizes.—*S. M. Strong* (Minnesota).

3306. **Schneider, I. Aspectos psicológicos da orientação profissional.** (Psychological aspects of vocational guidance.) *Rev. Neurol. Psiquiat. S. Paulo*, 1942, **8**, 23.—Abstract.

3307. **Shuttleworth, F. K. Guide to occupational opportunities for graduates of the City College.** New York: City College Store Press, 1941. Pp. 64. $.50.—This bulletin reports an occupational survey undertaken in 1939–40 of 1075 graduates of the City College of the class of 1936. Returns were received from 871 or 81% of these alumni. Statistics are presented showing proportions unemployed, in school, employed in major field, employed outside of major field but above the clerical and unskilled level, employed at clerical and unskilled work, and median salaries for each of 41 specific undergraduate majors. Occupational opportunities in different fields are evaluated according to 3 criteria. The details of 476 career jobs are reported. Supplementary studies consider the relation of age, racial status, scholarship, number of credits in major field, initial salary, and initial job status to later occupational success. Conclusions are organized under 4 major headings.—*F. K. Shuttleworth* (City College, New York).

3308. **Spaulding, G., & Davis, F. B. Cooperative English test. Form S.** New York: Cooperative Test Service, 1942. 100 copies 5¢ each; specimen set 25¢.

3309. **Spaulding, G., Towne, L., & Lorge, S. W. Cooperative French test.** New York: Cooperative Test Service, 1942. 100 copies 5¢ each; specimen set 25¢.

3310. **Strehlneek, O. A psicologia da leitura e suas consequências educacionais.** (The psychology of reading and its educational bearings.) *Rev. Neurol. Psiquiat. S. Paulo*, 1942, **8**, 25.—Abstract.

3311. **Stuit, D. B., & Hudson, H. H. The relation of primary mental abilities to scholastic success in professional schools.** *J. exp. Educ.*, 1942, **10**, 179–182.—In this study ACE Tests for Primary Mental Abilities were administered to students in engineering, medicine, and journalism. Statistical analyses of the scores revealed characteristic profiles for the various professional groups. The general outcome of the investigation indicates that tests for primary mental abilities have considerable value in educational and vocational counseling. Whether they will replace present vocational and aptitude tests remains a problem for further research.—*H. W. Karn* (Pittsburgh).

3312. **Taggart, H. F. A study of junior college transfers.** *Calif. J. second. Educ.*, 1941, **16**, 368–375.—(*Educ. Abstr.* VII: 523).

3313. **Thorndike, R. L. Words and the comics.** *J. exp. Educ.*, 1941, **10**, 110–113.—A vocabulary analysis of 4 comic books revealed the following facts: (1) Each book contains about 10,000 words of reading matter. (2) Each book contains about 1000 different words other than those falling in the commonest thousand of the Thorndike word list. (3) Although a number of slang words and slang meanings are encountered, the bulk of the vocabulary is standard English. Many hundreds of words are included which the child needs to encounter as he expands his reading vocabulary. (4) The reading difficulty of the text material as estimated by the Lorge formula is at the 5th and 6th grade level.—*H. W. Karn* (Pittsburgh).

3314. **Thorndike, R. L., Loftus, J. J., & Goldman, B. Observations of the behavior of children in activity and control schools.** *J. exp. Educ.*, 1941, **10**, 138–145.—Observations of class units, together with observations of individual pupils reveal a clear picture of more teacher question and pupil answer in control classes. Control classes probably also involve more (1) assigned study, (2) listening and watching the teacher and other pupils, and (3) routine of class management. The activity classes show (1) more student chairmanship; (2) more productive work in writing, art, etc., both directly and indirectly teacher sponsored; (3) a general picture of somewhat more semi-independent and independent activity; (4) more giving and taking of help; and (5) more communication between pupils.—*H. W. Karn* (Pittsburgh).

3315. **Thorndike, R. L., Loftus, J. J., & Goldman, B. Observations of excursions in activity and control schools.** *J. exp. Educ.*, 1941, **10**, 146–149.—To determine whether the more frequent evidences of initiative shown by activity pupils represent gains which will also appear in out-of-class activities, the pupils' behavior on trips to points outside the school building was observed. The activity program was found to have produced certain gains in ability to maintain self-discipline in out-of-class situations and possibly other gains in degree of interest, participation, and social responsibility.—*H. W. Karn* (Pittsburgh).

3316. **Tredick, V. D. The Thurstone primary mental abilities tests and a battery of vocational guidance tests as predictors of academic success.** *Penn. St. Coll. Stud. Educ.*, 1942, No. 24, 58.—Abstract.

3317. **Vickers, W. Pupils' individual record cards.** *J. Educ., Oxford*, 1942, **74**, 101–102.—The author recommends the development and use of a permanent individual record card for each pupil, on which is to be preserved a record of schools attended, attendence, results of objective tests, estimate of character traits, specific abilities or disabilities, and personal and family history. The card should follow the pupil from school to school. The advantages of such a card are discussed briefly in relation to vocational and classroom guidance and the diagnosis of special weaknesses.—*G. S. Speer* (Central YMCA College).

3318. **Whitaker, E. de A. Organização do serviço de orientacão e seleção profissionais do Instituto "D. Escolástica Rosa," de Santos, em cooperação com a Cia. Docas.** (Organization of the vocational guidance and selection service of the "D. Escolástica Rosa" Institute, Santos, in cooperation with the Docas [maritime and exporting] Company.)

Rev. Neurol. Psiquiat. S. Paulo, 1942, **8**, 23.—Abstract.

3319. **Worbois, G. M. Language development of children in two types of rural environments.** *J. exp. Educ.*, 1941, **10**, 150–152.—Test results are presented which indicate that children in a one-room-school environment are deficient in language development when compared to children of equal IQ and age in a consolidated-school environment.—*H. W. Karn* (Pittsburgh).

3320. **Yum, K. S. Student preferences in divisional studies and their preferential activities.** *J. Psychol.*, 1942, **13**, 193–200.—193 students were given the Kuder Preference Record to determine their responses to the 7 categories of the scale: scientific, computational, musical, artistic, literary, social service, and persuasive activities. The questionnaire scores were interpreted in the light of the subjects' choices of study division: biological, physical, and social science. No significant differences were found between the biological and physical science groups. But these groups were significantly higher than the social science group in scientific activities, while the latter was higher in literary activities. Significant sex differences were found in the scientific, social service, artistic, and persuasive activities.—*F. A. Mote, Jr.* (Connecticut).

3321. **Zeller, D. A new concept of the school curriculum based on the mental health of the child.** *Bull. Menninger Clin.*, 1942, **6**, 46–52.—Curriculum is defined as all the experiences a child has under the guidance of the school, not only those for which it expressly plans but also those it ignores or merely lets happen. Learning, in this functional concept, is to be measured by the emotional and social growth of children as well as by intellectual and physical growth.—*W. A. Varvel* (Texas A. & M.).

[See also abstracts 2948, 2979, 2981, 3017, 3186, 3187, 3210.]

MENTAL TESTS

3322. **Benton, A. L., & Perry, J. D. Short method of administering the Kohs Block Designs test.** *Amer. J. Orthopsychiat.*, 1942, **12**, 231–234.—For 180 adults a significant positive relationship was found between performance on the first 12 designs of the test and performance on the later parts. A table of equivalent scores of the first 12 designs and of the total test is presented. The short method saves 20 minutes in administration time, while during the administration the examiner is still free to decide whether to give the full test or this short version.—*R. E. Perl* (Jewish Board of Guardians).

3323. **Berger, A., & Speevack, M. An analysis of the range of testing and scattering among retarded children on Form M of the Revised Stanford-Binet Scale.** *J. educ. Psychol.*, 1942, **33**, 72–75.—204 children suspected of mental retardation were given Form M, the test being in each case extended until the subject failed all items at two year levels. In comparison with standard procedure extended testing yielded increases in MA in 32.35% of the cases. Many of the subjects had to respond to items at age levels from 3 to 7 years beyond their CA, with certain items being passed much more frequenly than others. "The rhymes, digits forward and reversed, word naming, sentence memory (year XI), response to picture (Messenger Boy) and problems of fact are among the items most frequently passed beyond the first zero point." It is recommended that the test be extended in each administration to the point at which all items are failed at two year levels instead of the customary one.—*J. W. Macmillan* (Maryland).

3324. **Brody, M. B. The measurement of dementia.** *J. ment. Sci.*, 1942, **88**, 317–327.—Administered to 83 mental hospital patients, classified into severely demented, mildly or moderately demented, and not demented, were the Babcock tests, 1930 and 1933 forms; Form L of the Stanford-Binet, scored with and without the vocabulary; Kohs, Porteus Maze, and Alexander Passalong tests; and the vocabulary from the 1916 Stanford-Binet. Various combinations of these and of subtests of these were scored to discover the combination which correlated best with previously determined clinical evidence. Recommended on the basis of this research are the vocabulary and an average of scores from 5 of the Babcock tests: opposites, general information, substitution, sentence repetition, and Army designs. A discrepancy score is obtained by subtracting the average point score on these 5 subtests from a given norm for vocabulary. This is expressed as a percentage of the vocabulary score. —*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

3325. **Brown, F. The Minneapolis kindergarten Binet testing program: an experiment in applied psychology.** *J. consult. Psychol.*, 1942, **6**, 142–148.—The method employed by the author of training kindergarten teachers to test their own pupils on the Stanford-Binet is described. Retest data lead to the conclusion that "kindergarten teachers . . . may be taught to administer a reliable Binet test." The testing program enables the teacher to see the child as an individual. This program frees the psychological staff from some routine testing and enables it to carry on more real clinical work. (See also XV: 1537.)—*S. G. Dulsky* (Rochester Guidance Center).

3326. **Cunha, A. Da correlacaon entre testes de desenvolvimiento mental y testes psicomotores.** (The correlation between tests of mental development and psychomotor tests.) *Bol. Serv. soc. Menores, S. Paulo*, 1941, **1**.—[Abstracted review; original not seen.] Cunha analyses teachers' and parents' errors in estimating children's mental capacities. He studied 420 children, 7–14 years old, in the São Paulo schools and found a positive correlation between mental and psychomotor test scores. Since the latter are easier to give and are independent of language, he considers them preferable for determination of the mental level.—*M. E. Morse* (Baltimore, Md.).

3327. **Kloos, —. Anleitung zur Intelligenzprüfung im Erbgesundheitsgerichtsverfahren.** (Manual for intelligence testing in eugenics court procedure.) Jean: Fischer, 1941. Pp. 76.

3328. **Laycock, S. R., & Clark, S. The comparative performance of a group of old-dull and young-bright children on some items of the Revised Stanford-Binet Scale of intelligence, Form L.** *J. educ. Psychol.*, 1942, **33**, 1–12.—40 pairs of old-dull and young-bright children matched as to mental age, sex, and socio-economic status, were compared. "While no statistically significant differences between the two groups were found, there was fair certainty in some cases that the true difference is greater than zero. . . . The old-dull did better to the extent of ten per cent or more on Picture Absurdities II, Making Change, Verbal Absurdities III, Verbal Absurdities II, Comprehension IV, Vocabulary, Problem Situation, Abstract Words I. . . . The young-bright group did better . . . on Paper Cutting I, Memory for Sentences IV, Repeating 6 Digits, Memory for Designs, Memory for Words, Similarities and Differences, Memory for Stories, Repeating 5 Digits Reversed, Reading and Report, Repeating 4 Digits Reversed. . . . The policy of accepting an obtained IQ as valid without considering the extent to which the testee's background of environment and training differs from that of the children on whom the norms were obtained, may be called into question."—*J. W. Macmillan* (Maryland).

3329. **McNemar, Q. The revision of the Stanford-Binet scale; an analysis of the standardization data.** Boston: Houghton Mifflin, 1942. Pp. 189. $3.00.—Data essential in the standardization procedures of the 1937 scales and findings from subsequent analyses are presented in statistical summary. L. M. Terman wrote the introductory chapter on revision procedures. Chapters cover distribution of IQ's; age-grade analysis; urban-rural, occupational, and sibling relationships; sex differences; reliability; scatter; per cents passing items by age; 14 factor analyses by Thurstone's centroid method; 3 special scales—vocabulary, non-verbal, and memory; and a discussion of the problem of measurement units. Appendices provide a note on spurious index correlation between IQ's, adjustment of IQ's for atypical variability at certain ages, and item correlations with total score. Tables number 54 and graphs 3.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

3330. **Rautman, A. L. Relative difficulty of test items of the Revised Stanford-Binet: an analysis of records from a low intelligence group.** *J. exp. Educ.*, 1942, **10**, 183–194.—The performances on Form L of 1000 patients at a state institution for mental defectives with an IQ of less than 80 were analyzed to determine the relative difficulty of test items at year levels II through XI. Reliable differences in difficulty among the tests within each year level were found. If these tests are re-arranged according to relative difficulty, the new order will show variations from the standard order. Verbal absurdities, sentence memories, reasons, and completing the picture of a man offer greater difficulties than vocabulary and comprehension tests. Chronological age and experience have a differential influence upon performance on certain test items. This should be taken into consideration when qualitative interpretation is attempted.—*H. W. Karn* (Pittsburgh).

3331. **Robinson, E. L. A comparison of ratings on the 1916 and 1937 revisions of the Stanford-Binet Intelligence Scale at the first grade level.** *Penn. St. Coll. Stud. Educ.*, 1942, No. 24, 57.—Abstract.

CHILDHOOD AND ADOLESCENCE

3332. **Anderson, J. E. The contributions of child development to psychology.** *J. consult. Psychol.*, 1942, **6**, 128–134.—Child development focussed interest on people of non-college age and produced an awareness that child behavior is determined by physical make-up, physiological state, and social context (parents, family relations, and the community). The emphasis on research has produced well qualified practical workers in the nursery school field. Child development has extended the use of such techniques as situational analysis, time sampling, and observation and has made systematic use of the cumulative record. 5 areas of research are discussed.—*S. G. Dulsky* (Rochester Guidance Center).

3333. **Antipoff, H. Nota provisória sobre o estudo da conduta de adaptação nas crianças.** (Provisional note on the study of adaptation behavior in children.) *Rev. Neurol. Psiquiat. S. Paulo*, 1942, **8**, 26.—Abstract.

3334. **Binder, H. J. Child guidance.** *Proc. Univ. Hosp. Okla. Sch. Med.*, 1941, **1**, No. 2, 114–118.—Of the grade A medical schools, only 7 have child guidance clinics. A 4-fold approach to the child is advised—social, psychological, physiological, and educational. Cooperation of teachers and parents is essential. It is especially necessary that parents realize that poor training does not involve guilt on their part.—*E. S. Primoff* (U. S. Employment Service).

3335. **Bort, J., & Pache, W. L'éducation de l'enfant difficile.** (Education of the problem child.) Paris: Presses Universitaires de France, 1939. Pp. 202. Fr. 10.—[Abstracted review; original not seen.] Euritmia, the art of movement, should not be confused with dancing or gymnastics. It originates in formative, creative, and poetic speech, expressed in vowel, consonance, and rhythm. The application of rhythm awakens the dulled internal forces which were neglected through mechanization of the individual. The child thus becomes aware of himself and adapts himself to life. In mongoloid children, euritmia may be used as a physical and psychic education, beginning even at the age of 3. Beating the rhythm, the child gets used to walking and talking. Curative euritmia should be system-

atically applied in a weekly program over a period of several years. Applied in early childhood in apparently normal children, it may prevent an infantile schizophrenic state.—*S. M. Strong* (Minnesota).

3336. **Brown, F. An experimental study of parental attitudes and their effects on child adjustment.** *Amer. J. Orthopsychiat.*, 1942, **12**, 224–231.—The extremes of the adjustment distribution on the Brown Personality Inventory of 500 7th and 8th grade children were rated by their teachers on the Haggerty-Olsen-Wickman behavior rating schedules A and B. Mothers filled out the Stogdill scales of Attitude toward Child Behavior and Attitude toward Parental Control. Statistically reliable differences were obtained between teacher ratings of well adjusted and poorly adjusted children in all categories of the Haggerty-Olsen-Wickman schedule with the exception of social adjustment. However, no significant differences were found between the parental attitude scores of mothers of well adjusted and poorly adjusted children on either of the Stodgill scales.—*R. E. Perl* (Jewish Board of Guardians).

3337. **Chorus, A. M. J. Les enfants instables; psychomoteurs purs.** (Unstable children; pure psychomotor cases.) *Z. Kinderpsychiat.*, 1942, **8**, 137–142.—The characteristics of unstable children as manifested in the mental test situation, during work, and at play and their relationships with other children and with adults are summarized.—*F. L. Goodenough* (Minnesota).

3338. **Clothier, F. Placing the child for adoption.** *Ment. Hyg., N. Y.*, 1942, **26**, 257–274.—What children are eligible for adoption, what parents are capable of rearing a child, and the matching of children with prospective foster parents are discussed.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

3339. **Crowe, S. J. The prevention of deafness in children.** *Arch. Otolaryng., Chicago*, 1940, **31**, 211.—Abstract.

3340. **Curran, F. J. Aggressive traits in children.** *Dis. nerv. Syst.*, 1942, **3**, 114–117.—All children have aggressive and destructive impulses. These apparently result from 4 motives, namely, possession, power, rivalry, and general moodiness. Such behavior should not be treated by counter-aggression, but by an attempt to find the parental or other situational factors eliciting it. Treatment should start very early in life and should include frequent demonstrations of love for the child, alternative outlets for aggression such as competitive sports, and re-channeling the behavior into socially acceptable forms.—*C. E. Henry* (Western Reserve).

3341. **De Lissa, L. The care of the pre-school child to-day and to-morrow.** *J. Educ., Oxford*, 1942, **74**, 107–110.—As a result of the present war 276 nurseries have been opened, 374 are in preparation, and 256 are under consideration. The experience of those already in operation indicates that the child gains in motor and manual dexterity, verbal ability, physical health, and in the various character traits of curiosity, intelligence, self-reliance, initiative, and social adjustment. This development points to the need for the maintenance of these or similar nurseries after the war, with some improvements. Those in charge of these nurseries should be psychologically trained. The nurseries should be small enough so that the child may have personal contact with the teachers. The importance of the physical, social, and intellectual development of the preschool child cannot be overstressed.—*G. S. Speer* (Central YMCA College).

3342. **Eliot, M. M. Civil defense measures for the protection of children.** *U. S. Child. Bur. Publ.*, 1942, No. 279. Pp. xii + 186.—This study reports the observations of an official commission which visited England in February, 1941. The report considers the protection of children under bombardment, the effect of war and civil defense on children, the effects of evacuation, evacuation policies and procedures, and presents conclusions and recommendations for the protection and welfare of children in the United States. An appendix discusses the Women's Voluntary Services for Civil Defence. (See also XVI: 2918.)—*G. S. Speer* (Central YMCA College).

3343. **English, H. B. On child development in teacher education.** *J. consult. Psychol.*, 1942, **6**, 135–139.—It is a serious question whether there is any such thing as a single growth; we seem to have a number of kinds of growth. The teacher must know the effects of physical development on behavior, particularly social behavior. What the teacher needs to know of child development is chiefly psychological.—*S. G. Dulsky* (Rochester Guidance Center).

3344. **Hermann, I. Die sexuelle Latenzperiode des menschlichen Kindes. Schluss.** (The sexual latency period of the human child. Conclusion.) *Z. Kinderpsychiat.*, 1942, **8**, 129–137.—After a critical examination in a previous paper (see XVI: 2922) of Freud's explanation of the phenomenon, the author states that it can best be explained as the result of the interplay of two factors in racial history, the one psycho-social and the other biological and specifically human. The first is the well-known fact that the stronger and more dominant males in a primate community assume possession of the females and enforce a period of celibacy upon the younger and weaker males. The second has its neurological basis in the changing relationship between the midbrain and the cerebral hemispheres which finds its psychological expression in the process of sublimation and the formation of the super-ego. French summary.—*F. L. Goodenough* (Minnesota).

3345. **Hirschfeld, C. A constelação de família e estilo de vida da criança.** (The family constellation and the child's style of life.) *Rev. Neurol. Psiquiat. S. Paulo*, 1942, **8**, 24.—Abstract.

3346. **Jaques, E. Miscomprehensions of parents concerning child health and behavior.** *Amer. J. Orthopsychiat.*, 1942, **12**, 202–214.—False notions of parents regarding child health and behavior were

found to have played a rôle in development and management of behavior problems of 586 out of a series of 1500 patients brought to the children's psychiatric clinic of the Johns Hopkins Hospital. Behavior items particularly prone to be misunderstood were: enuresis, tics, thumb sucking, temper tantrums and breath holding spells, masturbation, hypochondriacal trends, alimentary disturbances, and speech difficulties. False notions about the effects of heredity and pre-natal influences led many parents to resign themselves to accept as unmodifiable, behavior problems which actually were modifiable once the background was understood.—*R. E. Perl* (Jewish Board of Guardians).

3347. **Jersild, A. T. Fear and anger in children.** *Nat. Parent-Teacher*, 1942, **36,** No. 6, 13–15.—Several examples of fear in children and means of overcoming it are cited. Anger-producing situations must be considered from the standpoint of the child.—*D. Reed* (Brown).

3348. **Jones, H. E. The problems of child development.** *J. consult. Psychol.*, 1942, **6,** 123–127.—Developmental research involves (1) studies through time, (2) close-up studies of the individual, "but with a sufficient depth of focus to define the group of which he is a member," and (3) a "multivariable and inter-disciplinary approach." A child development program should not be conducted in a specific university department; it should be organized as a separate division or bureau.—*S. G. Dulsky* (Rochester Guidance Center).

3349. **Katzenstein, B. Alguns aspectos do psiquismo infantil.** (Some aspects of child mentality.) *Rev. Neurol. Psiquiat. S. Paulo*, 1942, **8,** 23.—Abstract.

3350. **Katzenstein, B. Aus psychologischer Beratungstätigkeit in São Paulo, Brasilien.** (Psychological guidance in São Paulo, Brazil.) *Z. Kinderpsychiat.*, 1942, **8,** 143–149.—11 cases are described who had been referred to the Metropolitan Bureau in San Paulo where teachers, physicians, vocational counsellors, and psychologists collaborate. 3 of the applications were made by members of the child's own family, 2 by the kindergarten, 3 by the elementary school, and 2 adolescents applied of their own volition for vocational advice. The kinds of problems most often encountered from each of these sources are discussed. French summary.—*F. L. Goodenough* (Minnesota).

3351. **Koch, A. Neuroses dos pais, neuroses dos filhos.** (Neurotic parents, neurotic children.) *Rev. Neurol. Psiquiat. S. Paulo*, 1942, **8,** 26.—Abstract.

3352. **Landis, M. R., & Roland, M. C. Some factors that affect the emotional adjustmant of institutionalized children.** *J. except. Child.*, 1941, 8, 68–74; 87.

3353. **Laycock, S. R. Problems in the adolescence of exceptional children. I. Growing up emotionally.** *J. except. Child.*, 1942, **8,** 171–176; 195.

3354. **Lindsley, D. B., & Henry, C. E. The effect of drugs on behavior and the electroencephalograms of children with behavior disorders.** *Psychosom. Med.*, 1942, **4,** 140–149.—"Electroencephalograms and behavior ratings of 13 behavior problem children were studied during a six-week interval involving control periods without medication and periods of medication including benzedrine, phenobarbital and dilantin." Dilantin was less effective than benzedrine, which was strikingly effective in improving behavior. Symptoms were exacerbated with phenobarbital following improvement with benzedrine. Changes in EEG's were not marked, nor were they in proportion to the behavior changes produced by the various drugs. Behavior "may be improved without modifying essentially the electro-cortical abnormalities."—*P. S. de Q. Cabot* (Simmons).

3355. **Masani, K. R., & Renu, I. A psychiatric social case record from the child guidance clinic of the Sir Dorabji Tata graduate school of social work.** *Indian J. soc. Work*, 1941, **2,** 214–236.

3356. **McGraw, M. B. Johnny and Jimmy.** *N. Y. Times Mag.*, 1942, Apr. 19, pp. 22; 37.—The co-twin study of Johnny and Jimmy leads to the conclusion that practice given too early is useless; there is a time when nerves and muscles profit most from training in a specific skill. Further, early training (between 6 months and 2 years) seems to lead to a permanent excellence in smoothness of muscular activity. At ten years, the twins are different in personality type: the trained twin appears thoughtful, more mature, more imaginative, while the untrained twin is more happy-go-lucky.—*F. W. Finger* (Virginia).

3357. **Nagge, J. W. Psychology of the child: mental and physical growth.** New York: Ronald, 1942. Pp. xvi + 530. $3.25.—The author's aim is "to present an up-to-date survey, representative of the present status of child study." Many of the earlier monumental studies are discussed as well as recent experiments dealing with the physiological and psychological development of the child. The treatment of the material "is more or less eclectic" in that no systematic emphasis has been placed upon the material included. The book begins with a chapter on the historical background of child psychology. After a chapter on the behavior of the organism before and shortly after birth each of the following areas of development is discussed: motor, perceptual, intellectual, physical, linguistic, and social. Other chapters deal with learning and forgetting, motivation and incentive, play, exceptional children, and mental and physical hygiene. Suggested references are listed at the end of each chapter. Height-weight-age tables are included in the appendix.—*L. Long* (City College, New York).

3358. **Prichard, E., & Ojemann, R. H. An approach to the measurement of insecurity.** *J. exp. Educ.*, 1941, **10,** 114–118.—5 behavior patterns (withdrawal, non-acceptance, bidding for attention, hyperactivity, and apprehensiveness) have been identified which differentiate significantly (within the limits of available statistical techniques) a group of secure and insecure preschool children. A

6th pattern (crying) was tentatively retained pending larger sampling. A characteristic of the patterns is the inclusion of the conditions under which the behavior takes place. The behavior patterns may be used in observational procedures or in the form of a rating scale for measuring relative security or insecurity in preschool children.—*H. W. Karn* (Pittsburgh).

3359. **Read, K. H., & Conrad, H. S. Interpretation of behavior-ratings in terms of favorable and unfavorable deviations; a study of scores from the Read-Conrad Behavior Inventory.** *Genet. Psychol. Monogr.*, 1942, **25**, 157–215.—31 children, ages 2–5, were rated by 4–7 judges on the Read-Conrad Inventory. Scores were devised for favorable and unfavorable deviations from the group averages, net measure of favorableness or unfavorableness, and total deviations from the group average. No significant correlations were found between scores and chronological age or sex. "Trait ratings appear to serve as an efficient means of obtaining a variety of useful factual information." The scores helped to select exceptionally well-adjusted and exceptionally poorly adjusted children. Scores and ratings are thought to be valuable for examination prior to consultation with parents. "A variety of problems has been listed for further research."—*F. M. Teagarden* (Pittsburgh).

3360. **Ribble, M. A. Disorganizing factors of infant personality.** *Amer. J. Psychiat.*, 1941, **98**, 459–463.—The psychological needs or hungers of the very young child are as real as his need for food and physical care. There are 3 outstanding essential experiences of the infant which may distort fundamental behavior patterns and "thus disturb the orderly development of the child's personality, during this early period of forebrain incompleteness." The first deals with the management of sucking; the second deals with the functions of elimination, training of which should not be begun until the child can sit alone and has acquired a primitive sign language. "These two basic functions have an innate rhythm for each individual child which must be observed and respected since they are fundamental in the feelings of self-satisfaction and of body control and adjustment." The third factor, which includes the first two, is the necessity for a long period of psychological mothering until speech is developed and there is a feeling of self-security.—*R. Goldman* (Boston Psychopathic Hospital).

3361. **Rimoli, A. Psicologia do desenho infantil.** (Psychology of children's drawings.) *Rev. Neurol. Psiquiat. S. Paulo*, 1942, **8**, 24.—Abstract.

3362. **Russell, C. M. Functional speech disorders in children.** *Amer. J. ment. Def.*, 1942, **46**, 378–385.—See XVI: 1286.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

3363. **Schachter, M., & Cotte, S. Les enfants enurétiques.** (Enuretic children.) *Z. Kinderpsychiat.*, 1941, **8**, 102–112.—This is an analysis of the case records of 1962 children referred to a psychiatric clinic during a 9-year period. Delinquent and abnormal children were not included. 293 (14%) were enuretic, and an additional 168 (8%) had formerly been enuretic. Enuresis is here defined as the failure to establish control of the bladder by the age of 3 years. The first group included about twice as many boys as girls. Within the second group, the mean age at correction of the difficulty was 9 years, and the sex ratio was lower (about 1.5 : 1). About 61% of both groups were mentally defective. Various types of physical defects were also reported, and the majority of the children came from homes of inferior socio-economic level. Encopresis was present in 41 cases, the majority of whom were idiots.—*F. L. Goodenough* (Minnesota).

3364. **Schmidl-Waehner, T. Formal criteria for the analysis of children's drawings.** *Amer. J. Orthopsychiat.*, 1942, **12**, 95–104.—The drawings are from children who had been under analysis in Vienna and from children in the observation ward at Bellevue Hospital and in the children's institution at Pleasantville. A few of the formal criteria according to which the pictures were analyzed are: the size of the picture, the proportions and shape of the paper chosen, the distribution of form elements within the picture, the preference of expression through line or spots, and the motion elements in the pictures. Such analysis affords insight into the dynamic psychic processes of the child, supplementing the Rorschach test and psychoanalysis.—*R. E. Perl* (Jewish Board of Guardians).

3365. **Serebrinsky, B. [Contribution to the study of juvenile personality.]** *Rev. Soc. Pediat. Cordoba*, 1940, **2**, No. 9.—Mentally healthy children are differentiated from unhealthy ones by means of a questionnaire composed of 60 questions worded at a 10-year language level. The questions aim to clarify the features characterizing the psychopathic child. Emotive, paranoid, neurotic, asthenic, unstable, and exaggerative-hysterical characteristics are explored. Norms are based on results from 500 city school pupils.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

3366. **Serebrinsky, B. Contribution to the study of juvenile personality.** (Trans. by N. Morales.) *Train. Sch. Bull.*, 1942, **39**, 26–30.—See XVI: 3365.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

3367. **Shirley, M. M. Children's adjustments to a strange situation.** *J. abnorm. soc. Psychol.*, 1942, **37**, 201–217.—The adjustment of 181 non-problem children (2–7 years) to a relatively novel situation was assayed and related to a variety of factors. It appears that the child's level of adjustment depends largely "upon the wholesomeness of his up-bringing in the home, and the security and confidence and affection given him by his parents."—*F. W. Finger* (Virginia).

[See also abstracts 2966, 2969, 3001, 3012, 3016, 3040, 3059, 3079, 3080, 3085, 3088, 3107, 3129, 3143, 3146, 3162, 3178, 3202, 3218, 3233, 3293, 3326.]